



1900 Pico Boulevard Santa Monica, CA 90405  
310.434.4611

# Curriculum Committee Agenda

Wednesday, February 24, 2021, 3:00 p.m.  
Zoom Meeting:

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/99142498947>

Or iPhone one-tap (US Toll): +16699006833,99142498947# or +13462487799,99142498947#

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- +1 346 248 7799 (US Toll)
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Meeting ID: 991 4249 8947

International numbers available: <https://cccconfer.zoom.us/u/aZqABoWrP>

Or Skype for Business (Lync):  
<SIP:99142498947@lync.zoom.us>

**Members:**

Dana Nasser, <i>Chair</i>	Aurélie Chevant-Aksoy	Jacqueline Monge	Briana Simmons
Jason Beardsley, <i>Vice Chair</i>	Sheila Cordova	Estela Narrie	Lydia Strong
Brenda Antrim	Guido Davis Del Piccolo	Patricia Ramos	Esau Tovar
Garen Baghdasarian	Sharlene Joachim	Quyen Phung	Audra Wells
Fariba Bolandhemat	Emin Menachekanian	Brandon Reilly	Kelsey Molle (A.S.)
Susan Caggiano	Jennifer Merlic	Scott Silverman	

**Interested Parties:**

Stephanie Amerian	Rachel Demski	Maral Hyeler	Estela Ruezga
Maria Bonin	Kiersten Elliott	Laura Manson	Tammara Whitaker
Dione Carter	Tracie Hunter	Stacy Neal	A.S. President

**Ex-Officio Members:**

Nathaniel Donahue

*(Information items are listed numerically; action items are listed alphabetically)*

- I. Call to Order and Approval of Agenda
- II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*
- III. Announcements
- IV. Approval of Minutes ..... 3
- V. Chair’s Report
  
- VI. Information Items

1. USC Community College Leadership Alliance: “Meaningfully Integrating Race Across the Curriculum”
  - Guest Speaker: Sal Veas
2. Associate Degrees for Transfer Updates
3. Redesign of the Student Experience

*(Non-Substantial Changes)*

4. AHIS 71/ETH ST 71 African American Art History
5. BUS 51/ETH ST 51 Intercultural Business Communication
6. COM ST 20/ETH ST 20 Agitational and Protest Communication
7. COM ST 37/ETH ST 37 Intercultural Communication
8. DANCE 2/ETH ST 12 Dance in American Culture
9. ENGL 41/ETH ST 44 Introduction To Asian American Literature
10. ENGL 9/ETH ST 19 Literature of California
11. FILM 7/ETH ST 17 American Cinema: Crossing Cultures
12. HIST 41/ETH ST 41 Native-American History
13. HIST 42/ETH ST 42 The Latina/o Experience in the United States
14. HIST 43/ETH ST 43 Mexican-American History
15. HIST 62/ETH ST 62 Asian-American History
16. MUSIC 33/ETH ST 33 Jazz in American Culture
17. MUSIC 36/ETH ST 36 History of Rock Music
18. MUSIC 37/ETH ST 38 Music in American Culture
19. NUTR 7/ETH ST 18 Food and Culture in America

VII. Action Items

*(Consent Agenda)*

- Program Maps
  - a. Broadcasting Sales and Marketing AS/Certificate of Achievement ..... 9
  - b. Entertainment Promotion and Marketing Production AS ..... 10
  - c. Entertainment Promotion and Marketing Production Certificate of Achievement ..... 11
  - d. Environmental Studies AA/Certificate of Achievement ..... 12
  - e. Ethnic Studies AA/Certificate of Achievement ..... 13
  - f. Global Studies AA/Certificate of Achievement ..... 14
  - g. Nature-based Pedagogy Certificate of Achievement ..... 15

*(Courses: Distance Education)*

- h. ENGL 38 Literature of the Absurd ..... 17
- i. ENGL 53 Latino Literature in the United States ..... 22
- j. NURSNG 17 Pharmacological Aspects of Nursing ..... 27
- k. PSYCH 7 Research Methods in Psychology ..... 33
- l. PSYCH 13 Social Psychology ..... 39

*(Courses: Distance Education)*

- m. ANIM 10 Quick-Sketch & Rapid Visualization ..... 44
- n. PSYCH 320 Cognitive Psychology ..... 49

*(Programs: Revisions)*

- o. Changes to degrees and certificates as a result of courses considered on this agenda

VIII. New Business

IX. Old Business

X. Adjournment

*Please notify Dana Nasser or Jason Beardsley by email if you are unable to attend this meeting.*



1900 Pico Boulevard Santa Monica, CA 90405  
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# Curriculum Committee Minutes

## Wednesday, December 2, 2020, 3:00 p.m.

### Zoom Meeting

#### Members Present:

Dana Nasser, <i>Chair</i>	Aurélie Chevart-Aksoy	Jamar London	Scott Silverman
Jason Beardsley, <i>Vice Chair</i>	Sheila Cordova	Emin Menachekanian	Briana Simmons
Brenda Antrim	Guido Davis Del Piccolo	Jennifer Merlic	Esau Tovar
Fariba Bolandhemat	Sharlene Joachim	Jacqueline Monge	Audra Wells
Susan Caggiano	Sasha King	Brandon Reilly	

#### Members Absent:

Garen Baghdasarian	Estela Narrie	Lydia Strong	Kelsey Molle (A.S.)
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#### Others Present:

Rachel Demski	Laura Manson	Brenda Rothaupt	Sal Veas
Judith Douglas	Elisa Meyer	Perviz Sawoski	Eric Williams
Gina Jerry	Sehat Nauli	Alex Schwartz	
Liz Koenig	Elaine Roque	Howard Stahl	

*(Information items are listed numerically; action items are listed alphabetically)*

*All Distance Education Applications (emergency and fully online) on this agenda are being reviewed for recommendation, however each discipline’s DE applications will be represented by a “Representative DE Application(s)” attached to the agenda (indicated in bold, with an associated page number.) All other Distance Education applications listed are available for review in [META](#).*

#### I. Call to Order and Approval of Agenda

The meeting was called to order at 3:02 pm. Motion to approve the agenda with revision to remove ENGL 10 (VI. 6.) from Non-Substantial Changes.

**Motion made by:** Audra Wells; **Seconded by:** Scott Silverman  
The motion passed unanimously.

#### II. Public Comments

None

#### III. Announcements

None

#### IV. Approval of Minutes

Motion to approve the minutes of November 18 with no revisions.

**Motion made by:** Esau Tovar; **Seconded by:** Susan Caggiano  
The motion passed unanimously.

#### V. Chair’s Report

The Chair announced that today’s meeting is the last meeting of the fall semester. She will prepare a report of the curriculum items passed at the 12/2 meeting and present it at the next Senate Meeting. The Committee will break for the winter and resume in the spring. The first meeting will be held on Wednesday,

February 17th. This meeting will be reserved for training and discussion rather than for review of curriculum items.

She thanked all the Curriculum Committee Members for their participation and help this semester.

## VI. Information Items

1. Redesign of the Student Experience  
Guido shared a note that we need to figure out a process whereby any new program or program revision comes through at the same time as a corresponding Program Map.

### *(Non-Substantial Changes)*

2. ACCTG 31A Excel for Accounting
3. ACCTG 31B Advanced Excel for Accounting
4. ECE 45 Introduction to Children with Special Needs
5. ECE 49 Curriculum and Strategies for Children with Special Needs
6. ~~ENGL 10 Race and Ethnicity in Literature of the U.S.~~
7. ENGL 18 Children's Literature
8. HIST 21 History of Russia
9. KIN PE 14B Intermediate Distance Running/Cross Country
10. KIN PE 14C Advanced Distance Running/Cross Country
11. MEDIA 10 Media, Gender, and Race
12. PHILOS 6 Philosophy Of Science
13. PHILOS 23 Philosophy Of Religion
14. PHILOS 24 Philosophy In Literature
15. PHILOS 48 Nonviolent Resistance
16. PHYSCS 6 General Physics 1 with Lab
17. PHYSCS 7 General Physics 2 with Lab
18. PHYSCS 8 Calculus-based General Physics 1 with Lab
19. PHYSCS 9 Calculus-based General Physics 2 with Lab
20. PHYSCS 14 Introductory Physics with Lab
21. PHYSCS 20 Preparation for Calculus-Based Physics
22. PHYSCS 21 Mechanics with Lab
23. PHYSCS 22 Electricity and Magnetism with Lab
24. PHYSCS 23 Fluids, Waves, Thermodynamics, Optics with Lab
25. PHYSCS 24 Modern Physics with Lab
26. POL SC 1 American and California Politics
27. POL SC 8 The Modern Far East
28. POL SC 11 World Affairs And The United Nations
29. POL SC 14 Middle East Government And Politics
30. POL SC 31 Introduction to Public Policy
31. POL SC 47 International Politics Seminar
32. TH ART 18A Technical Theatre Production Workshop
33. TH ART 18B Technical Theatre Production Workshop
34. TH ART 26 Introduction To Stage Costuming
35. TH ART 28A Beginning Stage Make-Up
36. WGS 20 Gender, Feminisms, and Social Movements: A Global Approach

## VII. Action Items

### *(Consent Agenda: Program Maps)*

- a. Business Information Worker 2 AS/Certificate of Achievement
  - b. Insurance Professional AS/Certificate of Achievement
  - c. Management/Leadership AS/Certificate of Achievement
  - d. Sales and Promotion AS/Certificate of Achievement
- Motion to approve the consent agenda of Program Maps (VII. a., b., c., and d.) with revision to

Insurance Professional, Management/Leadership, and Sales and Promotion maps to correct “ENGL 1 or 31” to “ENGL 1 or BUS 31”

**Motion made by:** Fariba Bolandhemat; **Seconded by:** Jamar London

The motion passed unanimously.

*(Courses: New)*

- e. BUS 34B Digital Marketing Applications (*cross-listed with CIS 70*)

Motion to approve BUS 34B with no revisions.

**Motion made by:** Jason Beardsley; **Seconded by:** Susan Caggiano

The motion passed unanimously.

*(Courses: Substantial Changes)*

*All substantial changes effective Fall 2021*

- f. BUS 34A Introduction to Digital Marketing

- Changed Course Number (was BUS 34), Course Name (was “Introduction to Social Media Marketing”), Course Description, SLOs, Course Objectives, Course Content, Methods of Presentation, Methods of Evaluation, Textbooks, and Sample Assignments

- g. BUS 72 Organizational Management and Leadership

- Changed SLOs, Course Content, Course Objectives, Methods of Presentation, Methods of Evaluation, Textbooks, and Sample Assignments

Motion to approve changes to BUS 34A (VII. f.) and BUS 72 (VII. g.) as a block with no additional revisions.

**Motion made by:** Scott Silverman; **Seconded by:** Sharlene Joachim

The motion passed unanimously.

- h. CIS 30 Microsoft Excel

- Added Advisory (CIS 1)

Motion to approve changes and adding advisory of CIS 1 to CIS 30 with no additional revisions.

**Motion made by:** Fariba Bolandhemat; **Seconded by:** Scott Silverman

The motion passed unanimously.

- i. ECE 23 Practicum In Early Intervention/Special Education

- Changed Course Name (was “Practicum In Early Intervention “), Added prerequisite: ECE 21, Course Description, SLOs, Course Objectives, Arranged Hour Objectives, Course Content, Lab Content, Methods of Presentation, Arranged Hours Instructional Activities, Methods of Evaluation, Textbooks, Assignments

Motion to approve all changes, including addition of prerequisite of ECE 21 to ECE 23 with no additional revisions.

**Motion made by:** Susan Caggiano; **Seconded by:** Jacqueline Monge

The motion passed unanimously.

*(Courses: Distance Education)*

- j. **ACCTG 16 Taxation of Corporations, Partnerships, Estates and Trusts (Representative DE Application)**

- k. BUS 51 Intercultural Business Communication

- l. BUS 54 International Management (Representative DE Application)**

- m. BUS 56 Understanding the Business of Entertainment

- n. BUS 62 Human Relations and Ethical Issues in Business

- o. BUS 72 Organizational Management and Leadership

Motion to approve distance education for ACCTG 16 (VII. j.), BUS 51 (VII. k.), BUS 54 (VII. l.), BUS 56 (VII. m.), BUS 62 (VII. n.), and BUS 72 (VII. o.) as a block with no revisions.

**Motion made by:** Susan Caggiano; **Seconded by:** Fariba Bolandhemat

The motion passed unanimously.

- p. ENGL 18 Children's Literature
- q. ENGL 57 Latin-American Literature (Representative DE Application)**  
 Motion to approve distance education for ENGL 18 (VII. p.) and ENGL 57 (VII. q.) as a block with no revisions.  
**Motion made by:** Esau Tovar; **Seconded by:** Jennifer Merlic  
 The motion passed unanimously.
- r. **HEALTH 905 Providing Care to Older Adults (Representative DE Application)**
- s. HEALTH 906 Communication with Older Adults
- t. HEALTH 907 Wellness in Older Adults  
 Motion to approve distance education for HEALTH 905 (VII. r.), HEALTH 906 (VII. s.), and HEALTH 907 (VII. t.) as a block with revision to remove language referring to "certification" in Instructors Technical Qualifications.  
**Motion made by:** Sharlene Joachim; **Seconded by:** Susan Caggiano  
 The motion passed unanimously.
- u. PSYCH 6 Marriage, Family, and Human Intimacy
- v. PSYCH 19 Social Psychology
- w. PSYCH 40 Environmental Psychology (same as ENVRN 40) (Representative DE Application)**  
 Motion to approve distance education for PSYCH 6 (VII. u.), PSYCH 19 (VII. v.), and PSYCH 40/ENVRN 40 (VII. w.) as a block with no revisions.  
**Motion made by:** Sharlene Joachim; **Seconded by:** Jason Beardsley  
 The motion passed unanimously.
- (Courses: Approved for Online During Emergency Contexts Only)*
- x. HEBREW 2 Elementary Hebrew II (Representative DE Application)**  
 Motion to approve distance education for HEBREW 2 with no revisions.  
**Motion made by:** Susan Caggiano; **Seconded by:** Fariba Bolandhemat  
 The motion passed unanimously.
- y. NURSNG 1 Fundamentals of Nursing Concepts 1 (Representative DE Application)**
- z. NURSNG 1L Fundamentals of Nursing Concepts 1 Lab
- aa. NURSNG 2 Fundamentals of Nursing Concepts 2
- bb. NURSNG 2L Fundamentals of Nursing Concepts 2 Lab  
 Motion to approve distance education for NURSNG 1 (VII. y.), NURSNG 1L (VII. z.), NURSNG 2 (VII. aa.), and NURSNG 2L (VII. bb.) as a block with no revisions.  
**Motion made by:** Susan Caggiano; **Seconded by:** Jamar London  
 The motion passed unanimously.
- cc. TH ART 14 Beginning Stage Combat (Representative DE Application)**  
 Motion to approve distance education for TH ART 14 with no revisions.  
**Motion made by:** Scott Silverman; **Seconded by:** Susan Caggiano  
 The motion passed unanimously.
- dd. VAR PE 9V Varsity Basketball for Men
- ee. VAR PE 14V Varsity Cross Country for Men
- ff. VAR PE 14W Varsity Cross Country for Women
- gg. VAR PE 21V Varsity Football for Men**
- hh. VAR PE 43V Varsity Soccer for Men
- ii. VAR PE 43W Varsity Soccer for Women
- jj. VAR PE 45W Varsity Softball for Women
- kk. VAR PE 48V Varsity Swimming and Diving for Men**
- ll. VAR PE 48W Varsity Swimming and Diving for Women
- mm. VAR PE 50V Varsity Water Polo for Men
- nn. VAR PE 50W Varsity Water Polo for Women
- oo. VAR PE 54W Varsity Tennis for Women
- pp. VAR PE 56V Varsity Track and Field for Men

- qq. VAR PE 56W Varsity Track and Field for Women
- rr. VAR PE 57V Varsity Volleyball for Men
- ss. VAR PE 57W Varsity Volleyball for Women
- tt. VAR PE 59W Varsity Beach Volleyball for Women

Motion to approve distance education for VAR PE 9V (VII. dd.), VAR PE 14V (VII. ee.), VAR PE 14W (VII. ff.), VAR PE 21V (VII. gg.), VAR PE 43V (VII. hh.), VAR PE 43W (VII. ii.), VAR PE 45W (VII. jj.), VAR PE 48V (VII. kk.), VAR PE 48W (VII. ll.), VAR PE 50V (VII. mm.), VAR PE 50W (VII. nn.), VAR PE 54W (VII. oo.), VAR PE 56V (VII. pp.), VAR PE 56W (VII. qq.), VAR PE 57V (VII. rr.), VAR PE 57W (VII. ss.), and VAR PE 59W (VII. tt.) as a block with revision to VAR PE 21V to add additional 5% to Fitness Assessments and additional 5% to Video of Technique for 1d. Interactions.

**Motion made by:** Susan Caggiano; **Seconded by:** Aurélie Chevant-Aksoy  
The motion passed unanimously.

*(Courses: Deactivation)*

- uu. WGS 80 Women's, Gender, and Sexuality Studies Leadership Practicum

Motion to approve deactivation of WGS 80.

**Motion made by:** Audra Wells; **Seconded by:** Aurélie Chevant-Aksoy  
The motion passed unanimously.

*(Programs: New)*

- vv. Advanced English as a Second Language Certificate of Competency
- ww. Beginning English as a Second Language Certificate of Competency
- xx. ESL for College and Career Pathways Certificate of Competency
- yy. Intermediate English as a Second Language Certificate of Competency
- zz. Low Advanced ESL Certificate of Competency
- aaa. Low Intermediate ESL Certificate of Competency

Motion to approve new programs Advanced English as a Second Language Certificate of Competency (VII. vv.), Beginning English as a Second Language Certificate of Competency (VII. ww.), ESL for College and Career Pathways Certificate of Competency (VII. xx.), Intermediate English as a Second Language Certificate of Competency (VII. yy.), Low Advanced ESL Certificate of Competency (VII. zz.), and Low Intermediate ESL Certificate of Competency (VII. aaa.) as a block with no revisions.

**Motion made by:** Esau Tovar; **Seconded by:** Susan Caggiano  
The motion passed unanimously. *(Guido Davis Del Piccolo not present for motion.)*

- bbb. Nature-based Pedagogy Certificate of Achievement

Motion to approve Nature-based Pedagogy Certificate of Achievement with no revisions.

**Motion made by:** Sharlene Joachim; **Seconded by:** Sheila Cordova  
The motion passed unanimously.

*(Programs: Revisions)*

- ccc. Changes to degrees and certificates as a result of courses considered on this agenda  
Motion to approve any changes to degrees and certificates as a result of courses considered on this agenda

- BUS 34B to be added to all programs which include CIS 70.

**Motion made by:** Jason Beardsley; **Seconded by:** Aurélie Chevant-Aksoy  
The motion passed unanimously. *(Guido Davis Del Piccolo not present for motion.)*

- ddd. Dance AA Degree

- Increase of "Performance Courses" from 6 units to 7 units, increasing of overall degree units from 29 to 30 (both changes due to increased units for DANCE 55A and DANCE 57A, effective Fall 2021, passed at Curriculum Committee 11/18/20)

Motion to table changes to Dance AA Degree and bring it back in the Spring.

**Motion made by:** Briana Simmons; **Seconded by:** Sharlene Joachim  
The motion passed unanimously. *(Guido Davis Del Piccolo not present for motion.)*

eee. General Science AA Degree

- Add ACCTG 45/BUS 45 to GROUP A: MATHEMATICS
  - All math courses on the SMC GE pattern have always been a part of the math requirement for the degree; correcting oversight of ACCTG 45/BUS 45 being left off
- Reduce total Area of Emphasis units requirement from 20 to 18
  - Lab is not a requirement, causing frequent issues with student completion of the degree (where students have taken six 3 unit courses, meeting all other major requirements)

Motion to approve changes to General Science AA Degree with no additional revisions.

**Motion made by:** Esau Tovar; **Seconded by:** Audra Wells

The motion passed unanimously.

**VIII. New Business**

None

**IX. Old Business**

None

**X. Adjournment**

Motion to adjourn the meeting at 4:37.

**Motion made by:** Jason Beardsley; **Seconded by:** Brandon Reilly

The motion passed unanimously. (*Guido Davis Del Piccolo not present*)



Broadcasting: Sales & Management AS / CoA							SMC GE				REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	MEDIA 18	2	PR			3	9				
	MEDIA 1	3	PR / GE	II B	YES	3	9		YES		
	MEDIA 11	1	PR		YES	3	9				
	ENGL		GE			3	9				
	COUNS 20		EL			3	9		YES		
<b>TOTAL Semester 1</b>						<b>15</b>	<b>45</b>				
SEMESTER 2	MEDIA 12	1	PR			3	9				
	MEDIA 13	3	PR			3	9				
	BUS 23	2	PR		YES	3	9		YES		
	RE	4	RE			3	9		YES		
	MATH		GE	IV B		3	9				
<b>TOTAL Semester 2</b>						<b>15</b>	<b>45</b>				
SEMESTER 3	GE		GE	II A / GC		3	9				
	GE		GE	III / GC		3	9		YES		
	GE		GE	I / GC		3	9				
	EL		EL			3	9		YES		
	EL		EL			3	9				
<b>TOTAL Semester 3</b>						<b>15</b>	<b>45</b>				
SEMESTER 4	EL		EL			3	9		YES		
	EL		EL			3	9		YES		
	EL		EL			3	9				
	EL		EL			3	9				
	EL		EL			3	9				
<b>TOTAL Semester 4</b>						<b>15</b>	<b>45</b>				

OVERALL COMMENTS: This map completes the Broadcasting: Sales & Management CoA in the first year.

**This course sequence (program map) is for COUNSELOR USE ONLY. It is meant to assist in the preparation of student educational plans. Do NOT distribute this document to students.**

Entertainment Promotion and Marketing Production AS						SMC GE					REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	GR DES 18	3	PR			3	9			YES	
	DMPOST 3	2	PR		YES	3	9				
	MEDIA 20	1	PR		YES	3	9				
	ENGL 1		GE	IV A		3	9				
	COUNS 20		EL			3	9		YES		
<b>TOTAL Semester 1</b>						<b>15</b>	<b>45</b>				
SEMESTER 2	DMPOST 30	1	PR			3	9	DMPOST 3			
	MEDIA 21	3	PR			3	9	MEDIA 20			
	BUS 28	2	PR			3	9		YES		
	MATH		GE	IV B		3	9				
	GE		GE	IIA / GC		3	9		YES		
<b>TOTAL Semester 2</b>						<b>15</b>	<b>45</b>				
SEMESTER 3	RE	1	RE			3	9				
	RE	2	RE			3	9				
	GE		GE	I / GC		3	9				
	GE		GE	III / GC		3	9		YES		
	EL		EL			3	9		YES		
<b>TOTAL Semester 3</b>						<b>15</b>	<b>45</b>				
SEMESTER 4	GE		GE	II B / GC		3	9		YES		
	EL		EL			3	9		YES		
	EL		EL			3	9				
	EL		EL			3	9				
	EL		EL			3	9				
<b>TOTAL Semester 4</b>						<b>15</b>	<b>45</b>				

OVERALL COMMENTS: This map completes the Entertainment Promotion and Marketing Production Certificate of Achievement in the first 3 semesters.

**This course sequence (program map) is for COUNSELOR USE ONLY. It is meant to assist in the preparation of student educational plans. Do NOT distribute this document to students.**

Entertainment Promotion and Marketing Production CoA							N/A				REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	GR DES 18	3	PR		3	9			YES		
	DMPOST 3	2	PR		3	9					
	MEDIA 20	1	PR		3	9			YES		
	RE	4	RE		3	9					
	<b>TOTAL Semester 1</b>				<b>12</b>	<b>36</b>					
SEMESTER 2	DMPOST 30	1	PR		3	9	DMPOST 3				
	MEDIA 21	3	PR		3	9	MEDIA 21				
	BUS 28	2	PR		3	9			YES		
	RE	4	RE		3	9			YES		
	<b>TOTAL Semester 2</b>				<b>12</b>	<b>36</b>					

This course sequence (program map) is for COUNSELOR USE ONLY. It is meant to assist in the preparation of student educational plans. Do NOT distribute this document to students.

Environmental Studies AA / CoA						SMC GE					REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	BIOL 9	1	PR / GE	I / GC	YES	3	9				Fulfills GC reqmt
	ENGL 1		GE	IV A		3	9				
	COUNS 20		EL			3	9		YES		
	GE		GE	IV B		3	9				MATH 50 or ACCT/BUS 45
	EL		EL			3	9		YES		Recommended ECON 4
<b>TOTAL Semester 1</b>						<b>15</b>	<b>45</b>				
SEMESTER 2	RE	2	RE / GE	II B		3	9		YES		Soc Sci GROUP A RE: Recommended ECON 1 or 2
	GE		GE	III		3	9				Recommended ENGL 2
	RE Earth Science	4	RE			4	12				Recommended GEOL 4 or GEOG 5
	ENVRN 7	1	PR			3	9				
	RE	3	RE			3	9				Select 1 class from list ENVRN 14, 20, 22, 32, or 40
<b>TOTAL Semester 2</b>						<b>16</b>	<b>48</b>				
SEMESTER 3	RE Eco/Phys/Nat Sci	1	RE			4	12				Recommended BIOL 3
	EL		EL			3	9				
	RE	2	RE			3	9		YES		Soc Sci GROUP B RE: Recommended ANTHRO 2 or GEOG 2 or PSYCH 1
	RE Field Studies/Applied	3	RE			3	9				
	EL		EL			1	3		YES		
<b>TOTAL Semester 3</b>						<b>14</b>	<b>42</b>				
SEMESTER 4	GE		II A			3	9		YES		Recommended POL SC 1
	EL		EL			3	9		YES		
	EL		EL			3	9				
	EL		EL			3	9				
	EL		EL			3	9				
<b>TOTAL Semester 4</b>						<b>15</b>	<b>45</b>				

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Ethnic Studies AA / CoA						SMC GE					REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	PR (Core)	1	PR	GC	YES	3	9				HIST 10, POL SC 21, or SOCIOL 34
	ENGL 1		GE	IV A		3	9				
	COUNS 20		EL			3	9		YES		
	MATH		GE	IV B		3	9				
	EL		EL			3	9		YES		
<b>TOTAL Semester 1</b>						<b>15</b>	<b>45</b>				
SEMESTER 2	RE (Arts)	3	RE	III		3	9		YES		
	PR (Core)	1	PR			3	9				ENGL 10, HIST 10, POL SC 21, or SOCIOL 34
	GE		GE	I		3	9				
	RE (Intra-Ethnic)	2	RE			3	9		YES		3 units from 2 Areas (ART/ENGL/HIST/SOCIOL)
	EL		EL			3	9				Recommend ENGL 2 for transfer options
<b>TOTAL Semester 2</b>						<b>15</b>	<b>45</b>				
SEMESTER 3	PR (Core)	1	PR			3	9				ENGL 10, HIST 10, POL SC 21, or SOCIOL 34
	RE (Inter-Ethnic)	2	RE			3	9				
	GE		GE	II A		3	9		YES		Unless HIST 10 is taken from PR (Core)
	RE (Intra-Ethnic)	3	RE			3	9				3 units from 2 Areas (ART/ENGL/HIST/SOCIOL)
	EL		EL			3	9		YES		
<b>TOTAL Semester 3</b>						<b>15</b>	<b>45</b>				
SEMESTER 4	EL		EL			5	15				Recommend Level 1 Foreign Lang (if not taken in HS)
	GE		GE	II B		3	9				If not completed with Core PR or RE (Inter/Intra-Ethnic Studies)
	EL		EL			3	9		YES		
	EL		EL			3	9		YES		
	EL		EL			1	3				
<b>TOTAL Semester 4</b>						<b>15</b>	<b>45</b>				

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Global Studies AA / CoA						SMC GE					REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map <b>OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET</b>
Official Course Prefix and # (if RE: identify only the "category"; if GE, or EL: indicate as such)	Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	GLOBAL 11	1	PR / GE	II B / GC	YES	3	9				
	MATH		GE	IV B		4	12				Recommend MATH 54 or 21 for transfer
	ENGL 1		GE	IV A		3	9				
	COUNS 20		EL			3	9		YES		
	EL		EL			3	9		YES		
<b>TOTAL Semester 1</b>						<b>16</b>	<b>48</b>				
SEMESTER 2	GLOBAL 5	1	PR		YES	3	9				
	RE (Culture & Society)	2	RE			3	9				RE - Culture & Society
	GE		GE	III		3	9				Recommend ENGL 2 for transfer options
	EL		EL			3	9		YES		Recommend COM ST 11, 12, 16 or 21 for CSU option
	EL		EL			3	9		YES		
<b>TOTAL Semester 2</b>						<b>15</b>	<b>45</b>				
	GLOBAL 10	1	PR		YES	3	9				
	RE (Governance & Conflict)	2	RE			3	9				RE - Governance & Conflict
	RE (Markets and Econ)	3	RE			3	9				RE - Markets & Economics
	RE (World Hist/Area Studies)	4	RE			3	9		YES		RE - World History/Area Studies
	EL		EL			3	9		YES		
<b>TOTAL Semester 3</b>						<b>15</b>	<b>45</b>				
	GE		GE	I		3	9				
	GE		GE	II A		3	9				
	EL		EL			3	9		YES		
	EL		EL			3	9		YES		
	EL		EL			2	6				
<b>TOTAL Semester 4</b>						<b>14</b>	<b>42</b>				

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Nature-based Pedagogy CoA							N/A				REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	PSYCH 11	1	PR		YES	3	9			YES	Advised during intercession prior to ECE 2
	ECE 2	2	PR			3	9	PSYCH 11			
	<b>TOTAL Semester 1</b>					<b>6</b>	<b>18</b>				
SEMESTER 2	ECE 11	1	PR			3	9	PSYCH 11		YES	
	ECE 17	2	PR			3	9	PSYCH 11		YES	
	<b>TOTAL Semester 2</b>					<b>6</b>	<b>18</b>				
SEMESTER 3	ECE 21		PR			4	12		PSYCH 11; ECE 2, 11; one course from ECE 4, 5, 8, 17 (P)		
	<b>TOTAL Semester 3</b>					<b>4</b>	<b>12</b>				
SEMESTER 4	ECE 76		PR			3	9		ECE 21 or 3 years ECE Program experience (P)		
	<b>TOTAL Semester 4</b>					<b>3</b>	<b>9</b>				
SEMESTER 5	ECE 77		PR			3	9		ECE 76 (P)		
	<b>TOTAL Semester 5</b>					<b>3</b>	<b>9</b>				

**OVERALL COMMENTS:** Recommend PSYCH 11 in intercession prior to 1st semester, as it serves as a pre-requisite to ECE 2.

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## Distance Education: ENGL 38, Literature of the Absurd

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	54.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	3.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	108.00
<b>Date Submitted:</b>	September 2020
<b>Transferability:</b>	Transfers to CSU, UC
<b>IGETC Area:</b>	3B: Humanities

<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Prerequisite(s):</b>	ENGL 1 An examination of novels, short fiction, and dramas which may be categorized as absurd. These writing, in other words, generally portray humans as bewildered beings in an incomprehensible or meaningless universe forced to make their own meaning of life.

### I. Catalog Description

This course is an examination of the novel, short fiction, and drama which may be categorized as "absurd." These writings portray humans as bewildered beings in an incomprehensible or meaningless universe.

### II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Bartleby the Scrivener, Melville, - © 0
2. The Metamorphosis, Kafka,, - © 0
3. Fear and Loathing in Las Vegas, Thompson, Hunter S., Vintage Books © 1971
4. The Heap, Adams, Sean, William Morrow © 2020
5. As I Lay Dying, Faulkner, - © 0
6. Cat's Cradle, Vonnegut, - © 0
7. Lolita, Nabokov, - © 0
8. Waiting for Godot, Beckett, - © 0
9. The Theatre of the Absurd, Esslin, Martin, Tulane Drama Review © 1960
10. Leo and DeLaCroix, Xo, Kyle Mullan © 2013
11. Theatre of the Absurd, Esslin, - © 0
12. Blindness, Saramago, José, Houghton Mifflin Harcourt © 1995

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Explain the meaning of absurdity in the literary context, and demonstrate the characteristics of absurdist literature
2. Discuss the social and philosophical foundations that underlie the literature of the absurd
3. Apply critical theories of absurdist literature to specific literary works
4. Compare and contrast two literary works in order to demonstrate varieties of the absurd

### IV. Methods of Presentation:

Discussion, Lecture and Discussion, Other (Specify)  
Other Methods: s well as audio-visual presentations

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
13.00%	Foundations of the Absurd: Melville's Barleby the Scrivener, Kafka's The Metamorphosis
12.00%	Faulkner: As I Lay Dying
12.00%	Nabokov: Lolita



13.00%	Camus: The Stranger, The Myth of Sisyphus
12.00%	Vonnegut: Cat's Cradle
13.00%	Pirandello: Six Characters in Search of an Author. Readings in Esslin's Theatre of the Absurd
12.00%	Pinter: The Birthday Party. Readings in Esslin's Theatre of the Absurd
13.00%	Presentations of Student Projects
100.00%	Total

**VI. Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
30%	Exams/Tests
15%	Final exam
20%	Projects Personal Project
15%	Quizzes Quizzes and class participation
20%	Research Projects Research Essay
100%	Total

**VII. Sample Assignments:**

**Defining Absurdist Fiction:**

In 500 words, define the key characteristics of absurdist fiction; use examples from the critical articles and primary texts we've studied so far to illustrate each point and support your claims.

**Defining Absurdist Theater:**

In 750 words explain the how theater of the absurd is similar to and different from absurdist fiction. Support your claims with reference to literary criticism and illustrate your points with examples from the novels, stories, and plays we've been reading.

**VIII. Student Learning Outcomes:**

**ENGL 38 Distance Education Application**

- Fully Online
- Online/Classroom Hybrid (not a delivery option when campus is closed)

**1a. Instructor - Student Interaction:**

The instructor will be in regular contact with students: There will be a discussion for each individual topic as well as one for general questions concerning the course which the instructor will check daily and our goal is to respond to all questions within 24 hours. The instructor will send regular announcements to the class using the Announcement feature in the learning management system (LMS) at the beginning of every week, and during the week as needed, and will also send all announcements via email. The instructor will respond to students' comments and questions via discussion boards, email, and the mail option on the LMS. The instructor's contact information will be located both on the syllabus and in the introduction discussion. The instructor will provide support as needed for course navigation - the instructor will send out a welcome letter before the class starts with information about course content, expectations, how to navigate online courses, and references for the students to review about online courses. During the class, the instructor will regularly communicate with students about assignments, quizzes, and exams. There will be clear and detailed instructions embedded in each module and activity, and the instructor will also contact students with important reminders and key points. The instructor will provide feedback to students individually as well as to the entire class. For example,

the instructor may post a general feedback message to the class about a topic, or a common issue occurring in assignment submissions, or skills assessments via announcements or discussions. Additionally, individual feedback will occur via assignments comments, writing assessments, LMS messaging, conferencing, and office hour visits. The instructor will also host weekly, online office hours where students can meet them to address any questions or concerns they may have. Instructors will also provide recorded info sessions for projects or pre-recorded lessons. Students will receive feedback on individual and group assignments as well as through group critiques that happen asynchronously.

**1b. Student - Student Interaction:**

Students will communicate regularly with each other via the LMS. For each module, students will interact in a threaded discussion for each assignment and/or topic. Students will respond to a discussion topic and then will respond to each other. Student-student interaction is designed to reinforce the course material and learning outcomes as well as to build a sense of community among learners. Students will be asked to collaborate and corroborate on assignments as well as participate in peer discussions, peer review and group critiques of each other’s work, and the assigned readings.

**1c. Student - Content Interaction:**

Students interact with course materials several times a week. Each module will have an overview, with all the expectations, goals, and dates listed for that module explained. Within each module, students will read assigned material, including pages in the LMS; watch instructor’s lectures and multimedia video lectures; and view web content. The instructor will provide a range of assignments and activities to address different learning styles. Other assignments may ask students to research a topic and report back to the class via discussion board or other method. Students will submit assignments and activities for feedback, revision and peer review of essays and other writing assignments.

**1d. Distance Ed Interactions:**

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Students respond to key concepts and literary texts	20.00%
Study and/or Review Sessions	Exam preparation and peer review	20.00%
Exams	Midterm and final exam on key ideas and literary texts	10.00%
Written assignments	Essays analyzing literary text through the lens of key concepts	40.00%
Project Presentation	Student present findings on authors and key texts	10.00%

**2. Organization of Content:**

Content is organized into modules based on semester weeks. Objectives are included within each module and content is aligned with those objectives. Content is delivered through a variety of accessible modalities including, but not limited to, assigned textbooks, texts within LMS pages; external websites and texts; audio (with transcripts); captioned videos; and images with alternative text. Remedial and advanced learning activities are provided, including reflective writing, supplemental materials, and self-check quizzes. A typical instructional module includes (1) written assignment directions / multimedia references; (2) support materials; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course. There will be opportunities to participate in synchronous office hours and live demos as well as recorded demonstrations. Content pages will include links to recorded lessons or other content (via Zoom or other recording tools) and YouTube videos placed along with text and images. Students will use Discussion boards to show work in progress and give/get feedback from other students and the instructor. Modules will have a consistently structured and sequenced pattern to allow students to better anticipate and manage their workload. A variety of modalities, such as text, audio, video, images and/or graphics, will be used to create student-centered learning. There will also be links provided on a regular basis that will bring students’ attention to current events that have relevance to the course.

**3. Assessments:**

% of grade	Activity	Assessment Method
5.00%	Definition Essay	Written Essay
25.00%	Discussions and Peer Reviews	Class discussions and peer review of work
15.00%	Exams	Midterm and Final Exam

25.00%	Comparison Essay	Essay comparing at least two works of absurdist fiction
10.00%	Presentation	Student presentation on key authors and concepts
20.00%	Group Essay	Co-created project analyzing literature with peers

#### **4. Instructor's Technical Qualifications:**

Instructors will need proficiency in the learning management system, video conferencing software and various other tools to produce video recorded lessons/content. Professional development in online teaching and the current LMS is highly encouraged and available through the college LMS and other trainings. Instructors will need to know how to use web-based technologies to create slideshows, screencasts, and captioned videos. An instructor may need support from the IT department, distance education department, teaching excellence center, instructors who have experience teaching online, and the LMS support hotline.

#### **5. Student Support Services:**

The instructor will provide information about and links to online and on-ground tutoring services, financial aid, counselling, special programs, emotional support center, the library, and the learning management system help features. These resources will not only be presented, but also incorporated into introductory assignments (e.g. introductions and/or quizzes or other introductory activities).

#### **6. Accessibility Requirements:**

The course will be designed in a manner that allows for easy readability for all students, including those using accessibility readers. Each module will have the same format/structure. The content pages will consistently use heading styles. Lists will be created using bullets or the numbered list tool. Underlining will only be used to denote active hyperlinks. Pages will have sufficient color contrast between the foreground and background. Hyperlinks will be embedded. Links will lead to internal material whenever possible. Only acronyms will be written in all-caps letters. All video content will be captioned, and instructors will use the LMS tools that aid and ensure accessibility.

#### **7. Representative Online Lesson or Activity:**

Content Area: Contemporary Absurdist Fiction - The Heap

Discussion Posting

1. Post a 150-word response explaining how The Heap does or does not meet our definition of absurdist fiction. Where and how does it differ?
2. Reply to at least two other students, explaining why you agree or disagree with their answer. Be critical and supportive. Write 3-5 sentences.

## Distance Education: ENGL 53, Latino Literature in the United States

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	54.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	3.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	108.00
<b>Date Submitted:</b>	September 2020
<b>Transferability:</b>	Transfers to CSU, UC
<b>CSU GE Area:</b>	C2 – Humanities
<b>IGETC Area:</b>	3B: Humanities
<b>SMC GE Area:</b>	Area III: Humanities

<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Prerequisite(s):</b>	ENGL 1

### I. Catalog Description

This course explores literature by Latino American writers whose primary purpose is to view life in the United States through the lenses of the Latino community. Through fiction, non-fiction, poetry, theater, and film, students study such topics as history, identity, culture, sexuality, and socio-political aspects of the ever-changing U.S. Latino community. The course studies the ways in which Latino American's writing has been part of the fabric that is the United States, from the indigenous cultures of Mesoamerica through the turbulent 1960s in the U.S. and into the present, from Mexico, South and Central America, the Caribbean, New York to Los Angeles.

### II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. The Norton Anthology of Latino Literature, Stavans, Ilian, Norton © 2011
2. Corazon, Salgado, Yesika, Not a Cult © 2018
3. Various novels, short story and poetry books by Chicano/Latino writers

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Define the ways in which literary modernism and postmodern movements in Latin America, primarily the works of such writers as Juan Rulfo, Carlos Fuentes, and Gabriel Garcia Marquez made an important impact on the writing of Chicano/Latino writers.
2. Define the influence of various Mesoamerican indigenous writings and cultures on Chicanos/Latinos writing after the Civil Rights Movement, as Chicano/Latino writers sought connections to outside traditional literary movements in numerous cultural movements throughout the world.
3. Identify and analyze such themes as: search for a homeland; identity through immigration; machismo and war; the role of the female; spirituality, Catholicism, and animism; honoring the elders; magical realism.
4. Trace and analyze how historical and social events, such as the Mexican Revolution, WWII, New Mexico's land battles, the farm workers movement, migration from Central America in the 1970s, the Civil Rights Movement and the Vietnam War, have contributed to the genesis of Chicano/Latino literature.
5. Apply new historical, Marxist, feminist, sociological, and psychological criticism to the study of Chicano/Latino literature.

### IV. Methods of Presentation:

Discussion, Lecture and Discussion, Projects, Other (Specify)

Other Methods: oral presentations, and various methods of collaborative learning

### V. Course Content

<u>% of Course</u>	<u>Topic</u>

13.00%	U.S. Latino literature, a historical overview to include the subjects Latino(a) writers address as well as an introduction into the writers' narrative styles and critical literary theory addressed by critics. For example, in Jose Antonio Villarreal's novel Pocho, the Mexican Revolution plays a crucial role into understanding how history is used in Mexican American Literature.
12.00%	Introduction to U.S. Latino Poetry: code-switching, Nuyorican poets, Chicana voices in such poets as Lorna Dee Cervantes, Alurista and Miguel Pinero, who work is written in English, Spanish, and Calo, an amalgamation of English and Spanish.
13.00%	Latino Landscapes: Historical border: Cuba, Puerto Rico, Mexico, Central America. Introduce students to the geographical and historical boundaries associated with Latino literature using historical documents, reports, and maps, as well as novels such as Victor Villasenor's Rain of Gold.
12.00%	Latino fiction and poetry by theme: Lost World/Lost Identity in the short works of Rudolfo Anaya, Sandra Cisneros, Guy Garcia, and the poetry of Magdalena Gomez and Pat Mora.
13.00%	Latino fiction and poetry by theme: The Working World, by such writers as Norma Cantu, Dagoberto Gilb and poets Martin Espada, Diana Garcia, and Luis Rodriguez.
12.00%	Latino fiction and poetry by theme: The Urban World, by such writers as Junoz Diaz, Helena Viramontez and poets Jack Agueros, Victor Hernandez Cruz and Gloria Vando.
13.00%	Latino fiction and poetry by theme: The Fringe World (considering the old country) by such works as writers Alba Ambert, Leroy V. Quinana, and poets Julia Alvarez, Naomi Ayala, and Santra Maria Esteves.
12.00%	Latino fiction and poetry by theme: Beyond Worlds (changing Latino literature) by such works as writers Sandra Benitez, Jaime Manrique, Ceclie Pineda, and poets Miguel Algarin, Michelle Serros and Tino Villanueva.
100.00%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
20%	Group Projects
20%	Oral Presentation Oral presentation
10%	Other Journal
10%	Quizzes Quizzes
25%	Research Projects Research essay
15%	Written assignments In-class essays
100%	Total

VII. **Sample Assignments:**

**#1:**

Students will identify themes in any works from the various genres, for example, the poems of Omar Salinas, students will explore the themes in the work and identify particular passages where the poet addresses the theme. Students will come to class and in-groups discuss the various themes, and in the remaining class time, students will present their themes to the class. Students will read, for example, the novel by Anna Castillo So Far From God. In a group project, students will identify one of the numerous themes the novel addresses, such as gender relations, politic issues, and family dynamics. Also, students will identify a literary element, such as character, plot, point of

view, figurative language or setting and explain how the writer uses the element to advance the novel. In a group presentation, each student will explain the theme and literary element and locate the various sections in the novel where these are addressed. Students will use various presentation methods which can include power point, film, photos, or music. After the group presentations, students will write a five paper based on the information they explored.

**Concepts in Action:**

Using Hector Tobar's *The Tattooed Soldier* and Lois Tyson's chapter on "Marxist Criticism," respond to the prompts given below. 1. Identify and explain one concept from the chapter of critical theory on Marxist Criticism. (3-5 sentences) 2. Consider the society and context in which the events of chapter one take place, or how the values of the characters and their peers impact their actions in response to events. Then explain how you see the concept you chose at work in the characters and/or events in chapter one of *The Tattooed Soldier*. (5-7 sentences, including examples from the text(s) using MLA citations) Post your response by hitting the "Reply" button below. Use the "like" button to select your favorite replies and post a reply to one of your peers. Explain why you agree or disagree with your peer's post.

**VIII. Student Learning Outcomes:**

1. Upon completion of the course, students will be able to identify, analyze, and critique, using the basic elements of literary theory, such issues as ethnic identity, code-switching, assimilation, feminism, and nationalism as represented by the various Latino American writers studied in a given semester.
2. Upon completion of the course, students will be able to identify, analyze, and critique such cultural and literary issues as immigration and new realism raised by writers from both the United States and Spanish-speaking regions of the world, particularly Mexico, Latin America, and Spain.

**ENGL 53 Distance Education Application**

- Fully Online
- Online/Classroom Hybrid (not a delivery option when campus is closed)

**1a. Instructor - Student Interaction:**

The instructor will be in regular contact with students: There will be a discussion for each individual topic as well as one for general questions concerning the course which the instructor will check daily and our goal is to respond to all questions within 24 hours. The instructor will send regular announcements to the class using the Announcement feature in the learning management system (LMS) at the beginning of every week, and during the week as needed, and will also send all announcements via email. The instructor will respond to students' comments and questions via discussion boards, email, and the mail option on the LMS. The instructor's contact information will be located both on the syllabus and in the introduction discussion. The instructor will provide support as needed for course navigation - the instructor will send out a welcome letter before the class starts with information about course content, expectations, how to navigate online courses, and references for the students to review about online courses. During the class, the instructor will regularly communicate with students about assignments, quizzes, and exams. There will be clear and detailed instructions embedded in each module and activity, and the instructor will also contact students with important reminders and key points. The instructor will provide feedback to students individually as well as to the entire class. For example, the instructor may post a general feedback message to the class about a topic, or a common issue occurring in assignment submissions, or skills assessments via announcements or discussions. Additionally, individual feedback will occur via assignments comments, writing assessments, LMS messaging, conferencing, and office hour visits. The instructor will also host weekly, online office hours where students can meet them to address any questions or concerns they may have. Instructors will also provide recorded info sessions for projects or pre-recorded lessons. Students will receive feedback on individual and group assignments as well as through group critiques that happen asynchronously.

**1b. Student - Student Interaction:**

Students will communicate regularly with each other via the LMS. For each module, students will interact in a threaded discussion for each assignment and/or topic. Students will respond to a discussion topic and then will respond to each other. Student-student interaction is designed to reinforce the course material and learning outcomes as well as to build a sense of community among learners. Students will be asked to collaborate and corroborate on assignments as well as participate in peer discussions, peer review and group critiques of each other's work, and the assigned readings.

**1c. Student - Content Interaction:**

Students interact with course materials several times a week. Each module will have an overview, with all the expectations, goals, and dates listed for that module explained. Within each module, students will read assigned material, including pages in the LMS; watch instructor's lectures and multimedia video lectures; and view web content. The instructor will provide a range of assignments and activities to address different learning styles. Other assignments may

ask students to research a topic and report back to the class via discussion board or other method. Students will submit assignments and activities for feedback, revision and peer review of essays and other writing assignments.

**1d. Distance Ed Interactions:**

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Responses to critical and exploratory questions related to the literature and scholarly text material. This will be the primary mode by which students engage the class content with each other and with the instructor	35.00%
Other (describe)	Quizzes will be given to promote and assess regular student engagement with the material and participation in the class.	20.00%
Written assignments	Short writing assignments that require students critically engage the assigned literature being assigned for reading. A longer final essay that will ask students to engage multiple themes elaborated on and discussed throughout the semester.	35.00%
Exams	A cumulative exam that will assess students' engagement and understanding of the literature, topics, and themes covered throughout the semeste	10.00%

**2. Organization of Content:**

Content is organized into modules based on semester weeks. Objectives are included within each module and content is aligned with those objectives. Content is delivered through a variety of accessible modalities including, but not limited to, assigned textbooks, texts within LMS pages; external websites and texts; audio (with transcripts); captioned videos; and images with alternative text. Remedial and advanced learning activities are provided, including reflective writing, supplemental materials, and self-check quizzes. A typical instructional module includes (1) written assignment directions / multimedia references; (2) support materials; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course. There will be opportunities to participate in synchronous office hours and live demos as well as recorded demonstrations. Content pages will include links to recorded lessons or other content (via Zoom or other recording tools) and YouTube videos placed along with text and images. Students will use Discussion boards to show work in progress and give/get feedback from other students and the instructor. Modules will have a consistently structured and sequenced pattern to allow students to better anticipate and manage their workload. A variety of modalities, such as text, audio, video, images and/or graphics, will be used to create student-centered learning. There will also be links provided on a regular basis that will bring students' attention to current events that have relevance to the course.

**3. Assessments:**

% of grade	Activity	Assessment Method
5.00%	Introductions	Canvas discussion posts
30.00%	Discussion Posts	Public posts evaluated for content, engagement with peers, language, and composition.
20.00%	Reading Quizzes	Canvas quiz tool
20.00%	Short Written Responses	2-page responses to literary texts
15.00%	Final Essay	Research-based literary analysis
10.00%	Final Exam	Short answer and essay questions on key texts and themes

**4. Instructor's Technical Qualifications:**

Instructors will need proficiency in the learning management system, video conferencing software and various other tools to produce video recorded lessons/content. Professional development in online teaching and the current LMS is highly encouraged and available through the college LMS and other trainings. Instructors will need to know how to use web-based technologies to create slideshows, screencasts, and captioned videos. An instructor may need support from the IT department, distance education department, teaching excellence center, instructors who have experience teaching online, and the LMS support hotline.

### **5. Student Support Services:**

The instructor will provide information about and links to online and on-ground tutoring services, financial aid, counseling, special programs, emotional support center, the library, and the learning management system help features. These resources will not only be presented, but also incorporated into introductory assignments (e.g. introductions and/or quizzes or other introductory activities).

### **6. Accessibility Requirements:**

The course will be designed in a manner that allows for easy readability for all students, including those using accessibility readers. Each module will have the same format/structure. The content pages will consistently use heading styles. Lists will be created using bullets or the numbered list tool. Underlining will only be used to denote active hyperlinks. Pages will have sufficient color contrast between the foreground and background. Hyperlinks will be embedded. Links will lead to internal material whenever possible. Only acronyms will be written in all-caps letters. All video content will be captioned, and instructors will use the LMS tools that aid and ensure accessibility.

### **7. Representative Online Lesson or Activity:**

Using Hector Tobar's *The Tattooed Soldier* and Lois Tyson's chapter on "Marxist Criticism," respond to the prompts given below.

1. Identify and explain one concept from the chapter of critical theory on Marxist Criticism. (3-5 sentences)
2. Consider the society and context in which the events of chapter one take place, or how the values of the characters and their peers impact their actions in response to events. Then explain how you see the concept you chose at work in the characters and/or events in chapter one of *The Tattooed Soldier*. (5-7 sentences, including examples from the text(s) using MLA citations)

Post your response by hitting the "Reply" button below. Use the "like" button to select your favorite replies and post a reply to one of your peers. Explain why you agree or disagree with your peer's post.



## Distance Education: NURSN 17, Pharmacological Aspects of Nursing

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	54.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	3.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	108.00
<b>Date Submitted:</b>	October 2020
<b>Transferability:</b>	Transfers to CSU

<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Prerequisite(s):</b>	ANATMY 1 and PHYS 3 and

### I. Catalog Description

This as an introductory course in pharmacology designed to enable the student to recognize the various classes of drugs used in modern medicine. It includes a brief review of anatomy and physiology, how drugs exert their effects, the major indication for drug use, routes of administration, expected and adverse drug effects, precautions and contraindications. Emphasis is on prescription drugs, but over the counter medications are also included.

### II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Pharmacology: An Introduction, 6th, Hitner, H. & Nagle, B, McGraw-Hill © 2012, ISBN: 0-07-352086-1
2. Friedman, M., Course Medication Drug List (this can be printed from an on-line web site).

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Describe the appropriate indications and route of administration for the most common medications prescribed.
2. Describe potential side effects/adverse reactions of common medications, and the appropriate procedure for reporting these effects.
3. Assess factors that contribute to required changes to the common doses of medications.
4. Describe the various drug classifications for the most common medications prescribed.
5. Describe monitoring parameters utilized with medication therapy.
6. Describe the process medication manufactures utilized to obtain approval to market a medication.
7. Describe the differences between trade and generic names of medications.
8. Describe the various schedules of controlled substances, and describe the procedures utilized to assure diversion does not take place.
9. Differentiate the various branches of pharmacology: pharmacokinetics, pharmacotherapy, and toxicology.
10. Define the differences of prescription, nonprescription, controlled, and recreational drugs.
11. Describe the various different oral formulations of medications.
12. Describe how drug dosage forms and routes of administration affect drug absorption.
13. Describe the effect protein binding has on drug interactions.
14. Explain the significance drug half life has on the dosing schedule of a medication.
15. Compare the actions of agonist and antagonist medications.
16. Differentiate between drug potency and drug efficacy.
17. Describe the significance of a drug's therapeutic index.
18. Describe the effects various disease states have on a patient's response to medication therapy.
19. Describe how age, genetics, and sex affect a patient's response to medication therapy.
20. Explain how incompatibilities among parenteral drugs can alter a drug's pharmacologic activity.
21. Describe the difference between side effect and adverse effect.
22. Describe the process of developing a hypersensitivity reaction.
23. Identify critical components in obtaining a patient's medication history.
24. Explain how to evaluate therapeutic effects, adverse drug reactions, drug interactions, patient teaching, and patient compliance.
25. Describe the five 'rights' associated with medication administration.
26. Differentiate among the various techniques of administering a parenteral medication.

**IV. Methods of Presentation:**

Lecture and Discussion

**V. Course Content**

<b><u>% of Course</u></b>	<b><u>Topic</u></b>
4.00%	Orientation to Drugs
4.00%	Interaction of Drugs and Body Tissues
3.00%	Toxic Effects of Drugs and Chemicals
3.00%	Drug Abuse, Dependence, and Addiction
3.00%	Administration of Drugs
2.00%	Sedative/Hypnotics and Anti-Anxiety Agents
3.00%	Drugs Used in the Management of Mental Illness
1.00%	Alcohol and Alcoholism Management
2.00%	Psychomotor and Other Stimulants of the Central Nervous System
1.00%	Centrally Acting Skeletal Muscle Relaxants
2.00%	Drugs for Treating Parkinsons Disease
2.00%	Drugs for Treating Epilepsy
3.00%	Narcotic Analgesics and Antagonists
3.00%	Analgesics/Antipyretics
3.00%	Drugs Used in the Management of Inflammatory Disorders and Headaches
6.00%	Pharmacology of the Autonomic Nervous System
3.00%	Diuretics
3.00%	Treatment of Hypertension
3.00%	Treatment of Heart Failure
2.00%	Anti-Arrhythmic Drugs
3.00%	Drugs Used in Coronary Heart Disease
2.00%	Drugs for Reducing Elevated Plasma Lipids
3.00%	Drugs that Affect Blood Coagulation
3.00%	Drugs Treating Anemias
2.00%	Hypothalamic and Pituitary Gland Hormones
2.00%	Adrenocorticosteroids
2.00%	Female Sex Hormones
1.00%	Male Sex Hormones and Anabolic Agents
3.00%	Thyroid Therapy
3.00%	Treatment of Diabetes Mellitus
9.00%	Anti-Infective Therapy

3.00%	Antineoplastic Agents for Cancer Chemotherapy
3.00%	Treatment of Allergies
2.00%	Treatment of Respiratory Diseases
3.00%	Drugs Acting on the Digestive System
100.00%	Total

#### VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
45%	Exams/Tests
33%	Quizzes
22%	Written assignments
100%	Total

#### VII. Sample Assignments:

##### **Threaded Discussion: A Patient with Congestive Heart Failure (CHF):**

Mr. Marcelino Jimenez, a 76-year-old male, was admitted to the hospital with increasing shortness of breath and swelling in the feet and ankles. The patient stated he had to sleep in his recliner chair because he was unable to lay flat in bed at night. Physical examination and diagnostic tests ordered by the healthcare provider confirmed the diagnosis of CHF. The patient was treated in the emergency department with intravenous furosemide (Lasix) 40 mg. The following medications were ordered for Mr. Jimenez by the healthcare provider: digoxin (Lanoxin) 0.125 mg orally daily furosemide (Lasix) 40 mg orally daily lisinopril (Prinivil) 5 mg orally daily 1. Discuss the classification, mechanism of action, and expected therapeutic effect of each of these medications. 2. Identify the important patient administration and monitoring activities the nurse will perform related to the patient's medications.

##### **Final Group Project:**

1. Review the patient's attached medication history form. 2. Within your discussion groups select one of the patient's medications for your final group project. 3. Your final project will consist of a short, five minute or less, patient education video about the drug you selected for your group project. The patient education video you create will need to have measurable objectives such as: By the end of this presentation the patient will be able to state five common adverse effects of their prescribed medication. Be sure to present the information using terminology a lay person can understand.

#### VIII. Student Learning Outcomes:

1. Recognize the various classes of drugs used in modern medicine. Assessed by: Score of 75% or greater on the objective exams and quizzes
2. Review anatomy and physiology, how drugs exert their effects, the major indication for drug use, routes of administration, expected and adverse drug effects, precautions and contraindications. As assessed by: Score of 75% or greater on the objective exams and quizzes.

### **NURSNG 17 Distance Education Application**

Fully Online

#### **1a. Instructor - Student Interaction:**

Instructor initiates contact prior to the beginning of course by sending a Welcome Letter/ Introductory Email to students explaining how to log into the course, tutorial links for the LMS, expectations for professionalism/communication/participation/attendance/relevant policies are covered. During the 1st week students will complete the "Getting to Know You" Assignment. The instructor will post regular and frequent announcements . Instructor will participate in threaded discussion. Faculty will use web-based conferencing platform. Maintain virtual office hours. Timely and frequent feedback on student work and progress in course. Email • Class Announcements • Discussion Boards • Surveys • Grading Feedback • Grading Rubrics • Web-based conferencing platform

**1b. Student - Student Interaction:**

Opportunities for student-initiated interaction with other students are available and encouraged weekly. Students will participate in required student-student interactions using asynchronous threaded discussions, group presentation, group assignments or group projects. Students can respond and help fellow classmates in this discussion board forum. Students can post current events and resources. While using the web-based conferencing platform, the faculty may assign break-out groups.

**1c. Student - Content Interaction:**

Students will engage with the content regularly throughout the course via the LMS. Each module will include power points, threaded discussions, and end of chapter reviews that will allow the student to assess their comprehension of the course content before they complete a graded assignment. The assignments will be arranged by topics and organized in modules. The end of chapter review quizzes will provide immediate feedback to support different student learning styles.

**1d. Distance Ed Interactions:**

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Written assignments	An assignment for the unit is based on the assigned reading, instructor's lecture notes, and other research. The assignment will analyze the student's critical thinking on the topics covered for that unit. The assignments require the student to analyze a patient case study and then develop a treatment plan for the patient. e.g. Hypertension A thirty year old white male that has not received drug therapy previously has been seen at a physician's office three time with blood pressure readings of 145/95, 146/94, and 148/97. This individual does not have any other diagnosis on the problem list.	20.00%
Exams	Online Examinations are administered through the LMS for this course. The exams will correspondence with the material covered in the modules.	20.00%
Online Lecture	Read Instructor Lecture/Notes: PowerPoint lectures will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes	10.00%
Other (describe)	End of Chapter Reviews: Released weekly. Designed to help students measure their progress in the course. Assigned Text Reading and Quizzes on Text Reading	15.00%
Discussion	Discussion forums are initiated on a frequent basis by instructor. This will allow the student and instructor an opportunity to interact in the course. Instructor posts questions based on material covered in weekly modules as basis for the discussion.	10.00%
Threaded Discussions	Discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of maternal child concepts.	10.00%
Project Presentation	Completing this culminating assignments is useful for assessment of various objectives. The final project will consist of a short, five minute or less, patient education video about the drug you selected for your group project.	15.00%

**2. Organization of Content:**

The course will use a LMS and all material will be organized into modules. The weekly modules will include assigned readings, power point presentation, concept linking question/case study, videos, animations, discussion board questions.

**3. Assessments:**

% of grade	Activity	Assessment Method
43.00%	Online Exams	Exams will assess material in covered in modules. The exam will consist of multiple-choice questions and alternative formats.
15.00%	Online Quizzes	Quizzes will assess material in covered in modules. The exam will consist of multiple-choice questions and alternative formats.
22.00%	Threaded Discussion - Concept (Written Assignments)	Students submit written assignments prior to a deadline date. The instructor reviews the assignment answer and provided written feedback into the student drop box.

20.00%	Case Studies	Case Studies will utilize both qualitative and quantitative approaches.
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#### **4. Instructor's Technical Qualifications:**

The instructor should have completed training on the learning management system (LMS) in place. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with LMS resources and tools. There must be a willingness to remain current and integrate the technology.

#### **5. Student Support Services:**

GPS, Department website, Campus Police, Library database, Health sciences counseling, Financial aid, Center for Wellness, Campus Police, Students with disabilities services, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, links to professional organizations.

#### **6. Accessibility Requirements:**

• Instructor videos are captioned • Objects (including images, tables, and charts) have alternative text • Course materials are "readable" in terms of font, color contrast, and spacing; color is not the only method used to convey meaning • Hyperlink text is meaningful • Pages use structured headings (such as Header 2 for section headings) accessible to a screen reader • All content is created in an accessible format; LMS pages are used when possible; other file types pass accessibility checks • All publisher application and/or website meets section 508 requirements for accessibility.

#### **7. Representative Online Lesson or Activity:**

24. Explain how to evaluate therapeutic effects, adverse drug reactions, drug interactions, patient teaching, and patient compliance.

Threaded Discussion: A Patient with Congestive Heart Failure (CHF)

Mr. Marcelino Jimenez, a 76-year-old male, was admitted to the hospital with increasing shortness of breath and swelling in the feet and ankles. The patient stated he had to sleep in his recliner chair because he was unable to lay flat in bed at night. Physical examination and diagnostic tests ordered by the healthcare provider confirmed the diagnosis of CHF. The patient was treated in the emergency department with intravenous furosemide (Lasix) 40 mg. The following medications were ordered for Mr. Jimenez by the healthcare provider:

digoxin (Lanoxin) 0.125 mg orally daily  
furosemide (Lasix) 40 mg orally daily  
lisinopril (Prinivil) 5 mg orally daily

1. Discuss the classification, mechanism of action, and expected therapeutic effect of each of these medications.
2. Identify the important patient administration and monitoring activities the nurse will perform related to the patient's medications.

## Distance Education: PSYCH 7, Research Methods in Psychology

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	54.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	3.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	108.00
<b>Date Submitted:</b>	October 2020
<b>Transferability:</b>	Transfers to CSU, UC

<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Prerequisite(s):</b>	PSYCH 1
<b>Skills Advisory(s):</b>	MATH 54

### I. Catalog Description

This course surveys various psychological research methods with an emphasis on research design, experimental procedures, descriptive methods, instrumentation, as well as collection, analysis, interpretation and reporting of research data. Research design and methodology are examined in a variety of the sub disciplines of psychology. Ethical considerations for human and animal research are explored. Students are introduced to critical thinking and the application of the scientific method to psychological questions. The course contains both lecture and practical experiences via the formulation and completion of original research conducted in small groups. Various descriptive and inferential statistical approaches are explored and utilized to evaluate data.

### II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Research Methods in Psychology, 9, Elmes, D. G., Kantowitz, G. H., Roediger III, H.L., Wadsworth © 2011, ISBN: 987-111135074
2. Research Methods in Psychology, 12, Morling, B., W.W. Norton & Co. © 2011, ISBN: 978-039393546
3. Publication Manual of the American Psychological Association, 6, American Psychological Association, American Psychological Association © 2009, ISBN: 978-1-4338-05
4. There are many journals that regularly offer articles that would be very relevant to this course such as: Journal of Experimental Psychology Journal of personality and Social Psychology Psychological Bulletin Neuropsychology Health Psychology Psychology of Addictive Behaviors

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Explain the basic principles of the scientific method.
2. Critically evaluate research reports.
3. Synthesize a body of research findings.
4. Develop and test hypotheses.
5. Demonstrate knowledge of general research designs, experimental and non-experimental methods, and standard research practices.
6. Select appropriate research designs to test hypotheses.
7. Explain the ethical treatment of human and animal participants in research and the institutional requirements for conducting research.
8. Use systematic laboratory and/or field procedures for collecting and maintaining research data for analyses.
9. Assess the generalizability of study results.
10. Demonstrate proficiency in APA style.
11. Organize and communicate research findings in written form, using the standard APA format and with clear and concise language.
12. Prepare an oral presentation, using effective techniques for communicating findings to a group.

### IV. Methods of Presentation:

Observation and Demonstration, Projects, Experiments, Lecture and Discussion

V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.00%	<p>Introduction</p> <ul style="list-style-type: none"> <li>• Purpose and Presence of Research in our lives</li> <li>• Critical Thinking</li> <li>• Scientific vs. Non-Scientific approaches to knowledge</li> <li>• Variability and why its key for scientific inquiry</li> <li>• Hypothesis Development and evaluation</li> <li>• Validity and reliability</li> <li>• Scientific methods and its goals</li> <li>• APA format</li> </ul>
5.00%	<p>Ethics</p> <ul style="list-style-type: none"> <li>• History</li> <li>• Issues in Psychology               <ul style="list-style-type: none"> <li>○ use of deception</li> <li>○ greater good and minimal risk</li> <li>○ risk/benefit ratio in research</li> </ul> </li> <li>• APA ethical standards</li> <li>• Best practices in Psychology</li> <li>• Issues unique to animal studies</li> </ul>
10.00%	<p>General Considerations</p> <ul style="list-style-type: none"> <li>• describing behavior (what is happening?) vs. finding relationships (what relates to what?), and identifying causality (what causes what?)</li> <li>• Qualitative vs. Quantitative approaches</li> <li>• Validity and Reliability               <ul style="list-style-type: none"> <li>○ internal vs. external validity</li> <li>○ correlation vs. causation</li> <li>○ representative samples</li> <li>○ taking advantage of randomness</li> </ul> </li> <li>• Operationalization of terms and variables               <ul style="list-style-type: none"> <li>○ types of scales of measurement(nominal, ordinal, etc.)</li> </ul> </li> </ul>
35.00%	<p>Descriptive Methods</p> <ul style="list-style-type: none"> <li>• Case Study               <ul style="list-style-type: none"> <li>○ Design approaches</li> <li>○ Advantages and Limitations</li> <li>○ Ethical Considerations</li> <li>○ Examples</li> </ul> </li> <li>• Laboratory Observation               <ul style="list-style-type: none"> <li>○ Design approaches</li> <li>○ Advantages and Limitations</li> <li>○ Ethical Considerations</li> <li>○ Examples</li> </ul> </li> <li>• Naturalistic Observation               <ul style="list-style-type: none"> <li>○ Design approaches</li> <li>○ Advantages and Limitations</li> <li>○ Ethical Considerations</li> <li>○ Examples</li> </ul> </li> <li>• Survey               <ul style="list-style-type: none"> <li>○ Design approaches</li> <li>○ Advantages and Limitations</li> <li>○ Ethical Considerations</li> <li>○ Examples</li> </ul> </li> <li>• Archival               <ul style="list-style-type: none"> <li>○ Design approaches</li> <li>○ Benefits and Limitations</li> <li>○ Ethical Considerations</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Examples</li> <li>● Developmental designs (longitudinal and cross sectional) <ul style="list-style-type: none"> <li>○ Design approaches</li> <li>○ Benefits and Limitations</li> <li>○ Ethical Considerations</li> <li>○ Examples</li> </ul> </li> <li>● Data Analyses <ul style="list-style-type: none"> <li>○ Descriptive Data</li> <li>○ Correlation coefficient</li> <li>○ chi square analysis</li> </ul> </li> </ul>
35.00%	<p>Experimental Methods</p> <ul style="list-style-type: none"> <li>● General <ul style="list-style-type: none"> <li>○ Hypotheses in Experiments</li> <li>○ Causality</li> <li>○ Independent Variable</li> <li>○ Dependent Variables</li> <li>○ Within Group</li> <li>○ Between Group</li> </ul> </li> <li>● Simple Designs <ul style="list-style-type: none"> <li>○ formulation of simple designs</li> <li>○ Main Effects</li> <li>○ advantages and limitations</li> <li>○ data analysis with t-tests and 1-way ANOVA's</li> </ul> </li> <li>● Complex Designs <ul style="list-style-type: none"> <li>○ formulation of Complex designs</li> <li>○ Mixed and Full Factorial Designs</li> <li>○ Interaction Effects</li> <li>○ advantages and limitations</li> <li>○ data analysis with ANOVA's</li> </ul> </li> <li>● Experimental Control (avoiding and correcting for problems) <ul style="list-style-type: none"> <li>○ why necessary</li> <li>○ confounds and why they are lethal to experiments</li> <li>○ counterbalancing</li> <li>○ Latin square</li> </ul> </li> <li>● Quasi-Experimental designs</li> </ul>
10.00%	<p>Presenting Findings in Writing and in Graphs and Figures</p> <ul style="list-style-type: none"> <li>● Plagiarism</li> <li>● APA Style Research Paper <ul style="list-style-type: none"> <li>○ Abstract</li> <li>○ Introduction</li> <li>○ Methods</li> <li>○ Results</li> <li>○ Discussion</li> <li>○ Works Cited</li> </ul> </li> <li>● Line, scatter and bar graphs</li> </ul>
100.00%	Total

## VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Final exam There will be a cumulative Final Exam worth 20% of the final grade.
15%	Group Projects Groups will meet in and outside of class to formulate a hypothesis and research designs to test their hypothesis.



15%	Homework Students will provide critical reports on studies they come across on television, radio, or print.
5%	In Class Writing Students will be given periodic prompts to write short answers to. Prompts will relate directly to course material. Example: Should we continue to use animals in research? Why or Why not?
10%	Oral Presentation There will be a group presentation of the Group Project in the last week of the class.
20%	Papers Each student will be responsible for an APA style research paper resulting from the Group Project.
15%	Written assignments Students will write a report focused on methods and procedures of a study conducted by the instructor.
100%	Total

## VII. Sample Assignments:

### Major Group Assignment:

A significant piece of this course will involve a group project conducted in the second half of the semester. Students will be placed in groups by the instructor and asked to work together to formulate an experiment. The experiment will have explicit requirements such as having 1 independent variable with at least 2 levels and at least 2 Dependent Variables. There will be a group project which will serve as their research proposal. Ongoing feedback and assistance will be provided for all groups. The next phase of the group assignment will involve preparation of materials and procedures to conduct their experiment. Students will use each other in experiments. It is paramount that the instructor limit experiments to minimal invasiveness and stress. After collection of data, the students will work with the instructor on analyzing the data. The final piece of the group project will be a group presentation of the study from rationale to interpretation of findings. Each member of the team will be required to write a unique APA style paper on the project. Plagiarism will be strictly monitored. Homework Assignment: As you go through your day watching TV, listening to the radio, seeing ads in print, or reading the newspaper or something online, identify a study that you hear about. The study does not have to be related to psychology. You need to state the hypothesis, methods, results, and interpretation of the study. At all steps, provide a critical analysis as to the appropriateness of the methods and interpretations. Did you find the study convincing? Why or Why not? What would be a logical "next step" in that line of research?

### Short answer writing prompts:

After learning about a concept related to research methods, such as validity, students are given a short one page summary of a published experiment that contains the details they need to apply the concepts they are learning to that experiment. Students will have an opportunity to discuss the experiment with fellow students and will be required to respond to short writing prompts that will allow deliberate practice and application of the concepts learned.

## VIII. Student Learning Outcomes:

1. Demonstrate a thorough understanding of numerous research methods used in modern psychological science.
2. Demonstrate understanding of the ethical challenges to conducting research with both human subjects and animals, and knowledge of current standards of ethical practice of psychological science.
3. Demonstrate critical analytic skills to evaluate research studies and claims made about research studies.
4. Demonstrate the ability to formulate a testable hypothesis, apply an appropriate research method to test the hypothesis, collect and analyze data, and interpret and present in writing and orally the findings of the study.

## PSYCH 7 Distance Education Application

Fully Online

### 1a. Instructor - Student Interaction:

The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course. The instructor will also initiate contact at the beginning of the course with a warm and

welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started. The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools using LMS, such as: Announcements, Assignment (feedback), Discussion (comments), live meetings via Conference/Zoom (office hours), Grading (Message Students Who ...), Pages, Email/Message, and use of college student notification system, like GPS. • Live weekly (or recorded) lectures via live meeting platforms such as Zoom will be used to facilitate learning of content. The goal of these sessions will be to present content and to provide an opportunity for discussion, comments and questions. • Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates. • At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages • Instructor will comment and provide regular and constructive feedback on Assignments. • Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor. • Instructor will conduct office hours through live meetings via virtual meeting platforms such as Conference/Zoom, Chat, or Email/Message. • Instructor will Message Students Who ... through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources. • Instructor will use college student notification system like GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed. • Instructor will use CMS inbox to email or respond to emails from students. • Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers or similar) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class. Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected

**1b. Student - Student Interaction:**

The instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through an live meeting platform such as live meeting platforms such as Zoom break-out sessions or the creation of Student Lounge/Café using external tools. The idea behind using a variety of tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment. The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

**1c. Student - Content Interaction:**

The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define, explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives. In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, short learning reflection assignments, deliberate practice, participating in online experiments, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below). The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc. The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning. Finally the instructor will provide review opportunities, where the students can organize and review their notes so that they can build on the information they have already learned going forward in the semester.

**1d. Distance Ed Interactions:**

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Chat Rooms	Live meeting via virtual meeting platforms (such as Zoom) breakout rooms for student-student and student-instructor live chat.	5.00%

Discussion Boards	Student-student and student-instructor discussion boards on LMS (such as Canvas) to discuss content and assignments	5.00%
Online Lecture	Live (recorded) or previously recorded lecture videos	50.00%
Project Presentation	Presentation of experiment designed by student groups.	10.00%
Written assignments	Variable assignments.	15.00%
Other (describe)	Participation in and designing of experiments that can be conducted online. The experiments are chosen to illustrate aspects about research methods.	5.00%
Study and/or Review Sessions	Recorded review sessions at four points in the semester to prepare students for the next section of the content.	5.00%
Exams	Quizzes be given after each module to help students gauge understanding.	5.00%

## **2. Organization of Content:**

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning. The instructor will include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives. The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning. The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. Via LMS tools such as Pages to deliver reading, slides, and deliberate practice, and to embed or link to videos and audio, Discussion forums to deliver prompts on course content, Chat to deliver responses to questions, Collaboration and Groups to deliver student-created content, Quiz tool to deliver polls & surveys. The instructor will also use external apps for live meetings via virtual platforms such as Zoom to deliver lessons, responses to questions, and share documents, Similar technologies such as Google forms to deliver polls & surveys, and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons. The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

## **3. Assessments:**

<b>% of grade</b>	<b>Activity</b>	<b>Assessment Method</b>
30.00%	Written assignments	Students will be given short APA style research papers resulting from experiments we design and conduct as a class. There will also be short answer responses or reaction papers. The assignments will be submitted through Canvas and feedback will be given in a timely manner through LMS.
20.00%	Group projects	Students will be placed in small groups. The groups can communicate via Groups set up in LMS (such as Canvas) as well as during live meetings via a virtual meeting platform (such as Zoom) sessions when breakout rooms are used. They will be asked to complete reaction papers, respond to journal articles and prepare short answer responses. Written work will be submitted through LMS and feedback will be given in a timely manner through LMS.
10.00%	Homework	Students will respond to short answer prompts and reflection pieces that are intended to help them gauge their understanding of the material. Assignments will be submitted via LMS and feedback will be provided in a timely manner via LMS such as Canvas.
20.00%	Quizzes	Quizzes will be administered online through LMS such as Canvas. Instructors will be encouraged to allow students a window (12-24 hours) during which the exam may be started with a predetermined time limit. This strategy accommodates students in different time zones and with variable life pressures. Multiple choice, fill-in, short answer questions, and/or essays.
15.00%	Presentations	Students will present their redesign of an experiment conducted in class with specific guidelines on what concepts to consider when redesigning an experiment. Students will present to instructor and classmates online. The depth, understanding of the research concepts, clarity, and quality of the presentation and the students response to questions will be the basis of the assessment.
5.00%	Short answer writing prompts	Students will be given example experiments to apply the concepts from the class. They will be given short prompts that directly relate and apply the course material. The prompts will be given via an LMS or live meetings via virtual meeting platforms such as Zoom lectures and students will submit their responses via LMS.

#### **4. Instructor's Technical Qualifications:**

In addition to the college's existing technology and CMS, it is necessary for the faculty to be able to use online resources for administering experiments, replicating experiments and collecting data. For example, the faculty should be comfortable with using Google forms or Survey Gizmo (or similar) for survey questions, using online experiment resources like the APA online psychology laboratory (<https://opl.apa.org/>) or similar and finding resources for conducting experiments online such as the Collaborative Replications and Education Project (<https://osf.io/wfc6u/>) or similar. Additionally, individual faculty would greatly benefit from additional professional development on equity-minded, effective online teaching practices, as well as professional development to enhance the technological skills of the faculty member.

#### **5. Student Support Services:**

The instructor will provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate. Resources and policies include: • Online Counseling • Disability Resources • Financial Aid • Bookstore • Online tutoring. • Canvas Resources and Technical Support • Title IX Policy & Resources • SMC Drop & Withdrawal Policies • Livesafe • Veteran's Resource Center • Resources for DREAMERS, DACAmented students, and undocumented students • Pronouns • Honor Code • Netiquette

#### **6. Accessibility Requirements:**

All content for the course will be 508 compliant using the tools provided by the college. For example: • Content Pages will consistently use heading styles such as Heading 2, Heading 3, etc. • Lists will be created using the Bullet or Numbered List tool in the rich text editor. • Links will not use non-descriptive phrases like CLICK HERE, for example. • Underlining will only be used to denote active hyperlinks. • There will be sufficient color contrast between foreground and background to meet Section 508 standards. • Visual elements (color, bolding, all caps) will not be used as the sole way to convey importance or meaning. • Images (including those used in Pages, Discussions, Quizzes and Assignments) will use descriptive alternative text.

#### **7. Representative Online Lesson or Activity:**

Two course objectives are 1) develop and test hypotheses and 2) assess the generalizability of study results.

Assignment: Lab report on experiment "Be a juror".

Students are asked to participate in a replication of a classic experiment on the effect an eyewitness has on jurors potentially determining a guilty verdict (materials for this experiment were obtained from the APA Online Psychology Laboratory). For anyone who does not want to directly participate in the study, I provide a written summary of what happens during the experiment (typically all students choose to participate in the study). Prior to participating in the experiment students are asked to develop a hypothesis about the likelihood that the presence of an eye-witness testimony will affect participants verdicts (based on the lecture material (recorded lectures and/or live lectures).

After the data from our experiment has been collected, I provide a summary of the data, Students are asked to determine whether our data supports their hypothesis. Furthermore, using information from the lecture material, what are some limitations to the generalizability of our results? Consider the demographics of our participants, the number of participants we tested as well as the three types of validity we have discussed in class. Submit reply through Canvas. Feedback will be given through comments on Canvas.

## Distance Education: PSYCH 13, Social Psychology

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	54.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	3.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	108.00
<b>Date Submitted:</b>	October 2020
<b>Transferability:</b>	Transfers to CSU, UC

<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Skills Advisory(s):</b>	PSYCH 1

I. **Catalog Description**  
 This course considers individual human behavior in relation to the social environment. The power of the situation, other individuals, and the social group will be examined. Emphasized topics include: aggression, prejudice and stereotypes, interpersonal attraction, attitudes and attitude change, conformity, group phenomena, gender roles, cultural norms, person perception, and social cognition.

II. **Examples of Appropriate Text or Other Required Reading:**  
 (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. The Social Animal, 11th , Aronson, E., with Aronson, J., Worth Publishers © 2011, ISBN: 1429233419
2. Readings About The Social Animal, 11th , Aronson, E., with Aronson, J., Worth Publishers © 2011, ISBN: 1429233427
3. Social Psychology, 8, Aronson, Wilson, & Akert, Pearson © 2013, ISBN: 9780205796625

III. **Course Objectives**  
 Upon completion of this course, the student will be able to:

1. Analyze elements of a scientific approach to understanding human behavior in a psycho-social context
2. Identify biological and cultural influences on social behavior
3. Discriminate between individual differences and sociocultural influences
4. Explain the major scientific studies which form the basis for current theories of social psychology
5. Describe the ways in which principles gleaned from social psychological research apply to real world problems and issues
6. Apply models of intervention into social behavior designed to address social problems (e.g., those based on gender, ethnic, racial, or cultural differences and those based on disability)
7. Compare basic concepts and theories across the areas of social psychology
8. Identify modern multidisciplinary approaches and applications of social psychology research and implementation

IV. **Methods of Presentation:**  
 Critique, Group Work, Lecture and Discussion, Observation and Demonstration, Projects, Visiting Lecturers, Other (Specify)  
 Other Methods: Lecture, lecture-discussion, DVD's, video-tape, guest speakers, interpersonal exercises

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
10.00%	Social Psychology Principles and Methodology

	<p>1. Methods of studying human interaction and the limitations of methodologies.</p> <p>2. Introduction to basic principles in social psychology, major theoretical approaches, topics in social psychology which have not yet been researched empirically.</p>
10.00%	<p>Conformity. Social conditions which promote conformity, individual's reasons for conforming, dangerous social consequences of obedience.</p> <p>Culture norms</p> <p>Gender roles</p> <p>Multiculturalism</p>
10.00%	<p>Mass Communication: Propaganda, and Persuasion</p> <p>The effects of mass communication on group behavior and beliefs of individuals, factors which affect attitude change, power of propaganda.</p>
10.00%	<p>Attitudes, attitude formation, and attitude change</p> <p>Social cognition</p>
10.00%	<p>Human Aggression and prosocial behavior. Social conditions that affect the occurrence of interpersonal aggression and violence, and the influence of culture on aggression.</p> <p>Methods of controlling violence.</p> <p>Authority and obedience</p>
15.00%	<p>Prejudice. Causes and developmental sources of prejudice, such as competition, scapegoating, and authoritarian child rearing. The relationship of social pressure toward conformity and prejudice.</p>
10.00%	<p>Attraction. Factors that contribute to attraction and the development of friendship, admiration, and romantic attachment. The role of brain physiology in sexual and obsessive attraction.</p>
15.00%	<p>Interpersonal Communication. Role of verbal and non-verbal behavior in the quality of interpersonal communication, cross-cultural communication skills and conflicts, self-disclosure.</p> <p>Group Processes and decision making</p>
10.00%	<p>Self- concept</p> <p>Person perception</p> <p>Social and physical environments</p>
100.00%	Total

VI.

**Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
50%	Exams/Tests minimum of 4 examinations
20%	Final exam
10%	Projects
20%	Written assignments
100%	Total

VII.

**Sample Assignments:**

:

- 1) After reading an extra book (such as “Our Inner Ape”), students write an essay that requires a comparison of human and non-human social behavior.
- 2) Students turn in a reaction paper, to each of six (6) chapters, take a chapter quiz, and engage in a discussion (small group and whole class) of each chapter.
- 3) Students break a social norm and write their observation of their experience, applying terminology and concepts from our discussion of conformity.
- 4) Students complete a random act of kindness and complete an observational report on the consequences of this action for themselves and the recipient of this action.
- 5) Students choose a current event and explicate this event, applying the principles of social psychology. Sample events are provided, but students may choose their own examples as appropriate.

**Book Report:**

Extra Credit: You may earn up to 10 points of extra credit by reading a popular book from a list of 3 approved readings. A copy of each of these books should be available ON RESERVE in the library by the 4th week of class. They also may be available at local libraries and over the internet. If you choose to do a book, you must turn in responses to a brief tutorial on plagiarism provided by the University of Southern Mississippi along with your report. Please ask me about this tutorial if it is not discussed in class. Readings to be Announced Extra Credit Book INSTRUCTIONS: After each chapter, HAND WRITE a very brief summary of the chapter indicating what you thought the main points were and your reaction to the points made. Hard to read reports will not be read. To receive full credit, your report should end up being 8-10 pages. NOTE: Each semester students do not follow these instructions and do not get full credit. This is truly unfortunate. These reports are due 2 weeks before the final exam. Late reports will not be read.

- VIII. **Student Learning Outcomes:**
1. Demonstrate an understanding that because humans evolved in social groups they are powerfully influenced by their social relationships.
  2. Demonstrate an understanding of the biopsychosocial approach, that emotions and behaviors are the outcomes of the interaction between individual, environmental (social), and biological variables.

## PSYCH 13 Distance Education Application

Fully Online

### 1a. Instructor - Student Interaction:

The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course. The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started. The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (office hours), Grading (Message Students Who ...), Pages, Email/Message, and GPS. Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates. At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages Instructor will comment and provide regular and constructive feedback on Assignments. Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor. Instructor will conduct office hours through Conference/Zoom, Chat, or Email/Message. Instructor will use Message Students Who ... through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources. Instructor will use GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed. Instructor will use CMS inbox to email or respond to emails from students. Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Zoom, Chat, or Conference, where appropriate.

**1b. Student - Student Interaction:**

The instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through Zoom break-out sessions or the creation of Student Lounge/Café using external tools. The idea behind using a variety of tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment. The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

**1c. Student - Content Interaction:**

The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define, explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives. In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below) The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc. The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning.

**1d. Distance Ed Interactions:**

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Chat Rooms	Students have continual access to an open “Virtual Office” in the Discussions Section of the course to communicate with the instructor and fellow students.	3.00%
Study and/or Review Sessions	For each Exam, students will have continual access to an open “Virtual Study Group” in the Discussions section of the course.	3.00%
Online Lecture	There will be 11 Lecture-Only Modules (1 per week). Each Module contains multiple, brief audio and video pieces reinforcing Textbook concepts, providing real-life examples or introducing additional concepts. Some materials will be accompanied by brief written comments and/or audio comments from the instructor. For very complex concepts, an audio narrated PowerPoint slide video presentation will be included.	60.00%
Discussion	For each Lecture-Only Module, students submit at least one Personal Comment Discussion Post on the text, video and audio materials for that week’s Lecture. To receive credit, Comments must be informed by that week’s material. Students will also Reply to at least one classmate’s Discussion Post.	14.00%
Exams	There are 3 multiple-choice Exam with 40 questions/points each. Exams may only be taken once. The Exams cover Textbook and Online Lecture information. In each weekly Module there is also a multiple-choice Formative Quiz with 6 questions/3 points per Quiz). Students can take and retake the weekly Quizzes multiple times within a 45-minute time period.	10.00%
Other (describe)	Explain “Other”: Instructor provides a personal response along with the grade for each student’s Discussion posts. These responses may include sharing the instructor’s own personal perspectives or additional knowledge on the Post content, comments and open-ended questions relevant to the student’s Post or to their Reply to their Classmate and additional optional resources if the student is interested. Students also have an optional Extra Credit Book report opportunity; at least one of these books will be available at no cost online. There are also 2 optional Extra Credit Opportunities where students can participate in real social psychological studies conducted online. If	10.00%



	students are not comfortable with participating in a study, a comparable alternative Extra Credit Assignment will be provided.	
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**2. Organization of Content:**

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning. The instructor will include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives. The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning. The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. These tools include Pages to deliver reading, slides, and deliberate practice, and to embed or link to videos and audio, Discussion forums to deliver prompts on course content, Chat to deliver responses to questions, Collaboration and Groups to deliver student-created content, Quiz tool to deliver polls & surveys. The instructor will also use external apps such as Zoom to deliver lessons, responses to questions, and share documents, iClickers to deliver polls & surveys, and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons. The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

**3. Assessments:**

% of grade	Activity	Assessment Method
31.00%	Discussion Board	(description con't: With the except of 3 Brief Report/Exam weeks and 1 Review Week, each week students post a Personal Comment and a Reply to a Classmate on that week's Module material to a Discussion Board. Posts must be at least 75 words in length.) Instructor provides positive feedback and corrective feedback (if necessary) and Points obtained. Points obtained are based on following the Instructions for posts in the Assignment Instructions, not on the students' particular opinions. Please see "Other Interaction Activity" above.
8.00%	Brief Report	(description con't: In 3 Modules prior to the 3 Exams, students write a Brief Report (250-450 words) in response to 2-4 questions on a longer video. In these Reports they apply concepts that were previously covered in the class to the contents of the videos.) Instructor provides Points earned, positive feedback and specific corrective feedback, if necessary. As needed, this feedback includes more general guidance and resources on how to structure and write Reports.
13.00%	Quizzes	(description con't: During each Lecture Module, students take a 6-Question Multiple Choice Formative Quiz on that week's lecture and video/audio materials. These Quizzes may be taken multiple times during the allotted 45-minute Quiz taking time period. Each Quiz is worth 3 points.) Points are automatically assigned through the Canvas system.
48.00%	Multiple-Choice Exams	Students may request that the Instructor perform a personal post-Exam "diagnostic" to determine if there was a pattern to the student's missed questions. Based on this information, personal guidance for future studying is provided and students are referred to additional resources on how to study for Multiple Choice Exams.

**4. Instructor's Technical Qualifications:**

The college's existing technology and CMS is sufficient for delivery of this course. Individual faculty would greatly benefit from additional professional development on equity-minded, effective online teaching practices, as well as professional development to enhance the technological skills of the faculty member.

**5. Student Support Services:**

The instructor will provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate. Resources and policies include: Online Counseling Disability Resources Financial Aid Bookstore Online tutoring. Canvas Resources and Technical Support Title IX Policy & Resources SMC Drop & Withdrawal Policies Livesafe Veteran's Resource Center Resources for DREAMERS, DACAmended students, and undocumented students Pronouns Honor Code Netiquette

**6. Accessibility Requirements:**

All content for the course will be 508 compliant using the tools provided by the college. For example: Content Pages will consistently use heading styles such as Heading 2, Heading 3, etc. Lists will be created using the Bullet or Numbered List tool in the rich text editor. Links will not use non-descriptive phrases like CLICK HERE, for example. Underlining will

only be used to denote active hyperlinks. There will be sufficient color contrast between foreground and background to meet Section 508 standards. Visual elements (color, bolding, all caps) will not be used as the sole way to convey importance or meaning. Images (including those used in Pages, Discussions, Quizzes and Assignments) will use descriptive alternative text

**7. Representative Online Lesson or Activity:**

A Brief Report Assignment (Submitted through “Assignments” in the Canvas System):

Course Objective: Describe the ways in which principles gleaned from social psychological research apply to real world problems and issues.

Students watch the Documentary “Buying the War” describing the media coverage and propaganda in the lead up to the 2003 U.S. invasion of Iraq. This video is divided into multiple segments with the Instructor providing brief introductory audio comments and brief audio commentaries after each segment. These commentaries (or transcripts) highlight significant parts of the video segments and include additional historical information to help students understand the social context within which the invasion occurred. They are given the following questions for their Brief Report:

1. In contrast to the “outsider” reporters at Knight-Ridder, the “insider” reporters in Washington and at the New York Times were inaccurate in their reporting. How might the process of “Group Think” have influenced these “insider” reporters?
2. How did the Bush Administration make use of Informational and Normative social influence and the Validity Effect to persuade the American public that Iraq was truly a threat?
3. In your text, Aronson describes the factor that is necessary for fear inducing messages to succeed in changing behavior in productive ways. What occurs when that factor is present in a fear inducing message? What occurs when it is not present in a fear inducing message? Was that factor present in the media messages leading up to the Invasion?

## AODECO: ANIM 10, Quick-Sketch & Rapid Visualization

<b>Units:</b>	2.00
<b>Total Instructional Hours (usually 18 per unit):</b>	72.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	3.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Date Submitted:</b>	October 2020
<b>Transferability:</b>	Transfers to CSU

<b>Degree Applicability:</b>	Credit - Degree Applicable
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### I. Catalog Description

The major emphasis in this course will be the ability to draw clear, credible, and simplified representations of complex visual phenomena. These phenomena include the human figure at rest or in motion and the spatial environment for these figures and their actions. Students will use a variety of media, some of which will be applicable spontaneous reactions to action events. Skill development will include the ability to visualize and invent figures and environments from a variety of viewing angles and light conditions.

### II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Rapid Viz: A New Method for the Rapid Visualization of Ideas, 3rd, Kurt Hanks, Cengage Learning PTR © 2006
2. Handouts and resource materials to be distributed by instructor.

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Represent various simplified/abbreviated forms.
2. Create patterns of action and movement.
3. Demonstrate an understanding of the properties, application and use of a variety of media.
4. Apply visualization techniques and invention of forms to imaginary figures and environments.
5. Identify and describe the adaptation of drawings for the storyboard.

### IV. Methods of Presentation:

Critique, Discussion, Lecture and Discussion, Observation and Demonstration

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.00%	Principles of abbreviating form: a. key lines of movement b. using negative space and shapes c. controlling relative proportions/positions d. drawing from memory
20.00%	Types of abbreviations: a. stick figures b. three dimensional figures c. light and shadow notation d. historical examples e. types of media
20.00%	Patterns of action: a. gesture studies of single figures b. relating multiple figures in action c. Intervals, rhythms, arcs of movement
20.00%	Notating spatial environments: a. overlapping planes b. perspective choices and viewing angles c. atmospheric depth
20.00%	Application for storyboarding: a. artist as "cinematographer" b. visualization of imagined figures c. visualizing of imagined environments
100.00%	Total

**VI. Methods of Evaluation**

<b>% of Course</b>	<b>Topic</b>
30%	Class Participation
40%	Projects Four projects at 10% each.
30%	Final Project
100%	Total

**VII. Sample Assignments:**

**Drawing Volumes:**

Practice drawing basic shapes, box, cylinder, sphere. Quickly sketch a simple table with three basic objects (egg, fruit, etc.) on it in three views: top, front, and three-quarter perspective. Try adding shading and lighting.

**Drawing an Environment:**

Sketch out a living room, classroom, office space, or similar environment using photographic reference. On an overlay layer, add at least 5 figures to the room. You may draw the figures with simple line and shape styles, and you may add lighting and shading.

**VIII. Student Learning Outcomes:**

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class and activities and adherence to the college honor code.
2. Students will demonstrate mastery of the course content by creating abbreviated visualizations of figures and environments in a variety of media.

**ANIM 10 Distance Education Application**

Approved for Online Delivery in Emergency Contexts Only ("AODECO")

**1a. Instructor - Student Interaction:**

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

**1b. Student - Student Interaction:**

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other by posting replies and engage in a discussion in the "General Questions" discussion board. Instructors will respond in a timely manner which should be made clear in the course.

**1c. Student - Content Interaction:**

The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

**1d. Distance Ed Interactions:**

<b>Online class activities that promote class interaction and engagement</b>	<b>Brief Description</b>	<b>Percentage of Online Course Hours</b>

Discussion Boards	Weekly discussions may be on the quick-sketch drawing techniques, drawing materials and artistic choices in their use. Discussion boards will be weekly participation for assignments. A discussion board will also be created for general questions, this includes class communication and instructor feedback.	10.00%
Study and/or Review Sessions	Posted hours for weekly online meetings to review projects. These online meetings will be made available for review by students not able to attend at the specified time.	20.00%
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	50.00%
Project Presentation	Students will be required to present both work-in-progress and final drawing at regular intervals.	20.00%

## **2. Organization of Content:**

The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Due dates are given at the beginning of class to allow time for scheduling to complete the project. Assignments are given spaced through the semester. Materials needed for all projects are given at the beginning of the semester, so students have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

## **3. Assessments:**

<b>% of grade</b>	<b>Activity</b>	<b>Assessment Method</b>
60.00%	Projects	Students will produce drawings and submit them digitally for interpersonal review via the online learning platform. There will be two major projects to represent the culmination of skills learned throughout the semester.
40.00%	Participation	Weekly chatroom participation and optional video sessions to discuss projects with each other and the instructor.

## **4. Instructor's Technical Qualifications:**

The instructor should receive training or be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

## **5. Student Support Services:**

Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

## **6. Accessibility Requirements:**

All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

## **7. Representative Online Lesson or Activity:**

Objective:

Create patterns of action and movement.

Assignment:

Create separate drawings that demonstrate the following patterns of action:

- a. gesture studies of single figures
- b. relating multiple figures in action
- c. Intervals, rhythms, arcs of movement

Process:

1. Follow online lecture notes to practice drawing each pattern.
2. Create drawings and submit as JPEG image files on the online learning platform.
3. Use the discussion board to comment on drawing from at least two other students.

## AODECO: PSYCH 320, Cognitive Psychology

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	54.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	3.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	108.00
<b>Date Submitted:</b>	October 2020
<b>Transferability:</b>	Transfers to CSU
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Prerequisite(s):</b>	PSYCH 1 and ENGL 1 and MATH 54 or PSYCH 7

### I. Catalog Description

This upper division Cognitive Psychology course addresses how humans learn to process information in their environment as well as how they decide how and when to act on their environment. This course includes a survey of cognitive psychology, specifically, the science and study of how people acquire, represent, transform and use verbal and nonverbal information. In this context we will explore sensation and perception of objects, surfaces, space, and motion. Additionally, key cognitive functions are explored including imagery, memory, representations of knowledge, language, decision making, thinking and reasoning, attention and vigilance. Finally, we will review developmental considerations in cognitive psychology from early infant cognition to maturation and cognition as we age.

### II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Cognitive Psychology: A Students Handbook, 7, Eysenck, M.W. & Keane, M.T., Psychology Press © 2015, ISBN: 1848724160
2. Designing With The Mind In Mind, Johnson, J., Elsevier © 2010, ISBN: 9780123760303

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate a high level of understanding of cognitive domains including perception, attention, memory, language, problem-solving, reasoning, executive processes, cognition, and decision making.
2. Explain, critique, compare, and contrast the established theories in cognitive psychology domains.
3. Apply and incorporate key concepts in the domain of cognitive psychology to explain and predict psychological phenomena in a wide variety of situations.
4. Demonstrate an understanding of how the key findings and theories in cognitive psychology relate to how we interact with our external world.
5. Outline and conceptualize the relationship between key findings and theories in cognitive psychology and the function and development of the brain.
6. Evaluate critically research methods in cognitive psychology and how findings can be applied to real world problems or challenges.
7. Apply, critique, and operationalize current empirical research on how humans process incoming information and formulate an action.
8. Analyze critically the limits of human cognitive capacities.

### IV. Methods of Presentation:

Observation and Demonstration, Projects, Visiting Lecturers, Group Work, Lecture and Discussion

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.00%	Introduction <ul style="list-style-type: none"> <li>• why study Cognitive Psychology?</li> <li>• history and origins of cognitive psychology.</li> </ul>

	<ul style="list-style-type: none"> <li>• development of cognitive psychology over time</li> <li>• current state of cognitive psychology research and knowledge</li> </ul>
10.00%	<p>Perceptual Processing: Visual and Auditory systems</p> <ul style="list-style-type: none"> <li>• top-down vs. bottom up processing</li> <li>• the visual system</li> <li>• representation and organization of visual percepts</li> <li>• theories of visual processing</li> <li>• speech perception and processing</li> <li>• music perception and processing</li> </ul>
5.00%	<p>Attention</p> <ul style="list-style-type: none"> <li>• levels of attention</li> <li>• limits of attention</li> <li>• theories of attention</li> </ul>
5.00%	<p>Consciousness and metacognition</p> <ul style="list-style-type: none"> <li>• what is consciousness and what it is not</li> <li>• metacognition</li> <li>• sense of the self</li> <li>• theories of consciousness and metacognition</li> <li>• limits of consciousness</li> </ul>
10.00%	<p>Working Memory</p> <ul style="list-style-type: none"> <li>• theories of working memory</li> <li>• limits of working memory</li> <li>• components and types of working memory</li> <li>• working memory in our day to day experience of the world</li> </ul>
10.00%	<p>Long Term Memory</p> <ul style="list-style-type: none"> <li>• what is and isn't considered long term memory</li> <li>• encoding into long term memory</li> <li>• storage of the memory</li> <li>• retrieval of long term memories</li> <li>• consolidation and reconsolidation, "forgetting"</li> <li>• factors that increase remembering and those that block it</li> <li>• mnemonic techniques</li> </ul>
5.00%	<p>Mental Imagery</p> <ul style="list-style-type: none"> <li>• visual imagery and mental rotation/transformation</li> <li>• auditory imagery</li> <li>• relationship to working memory</li> <li>• mental representation of spatial representations (maps)</li> <li>• limits of mental imagery</li> </ul>
5.00%	<p>Semantic Knowledge</p> <ul style="list-style-type: none"> <li>• acquisition of semantic knowledge</li> <li>• nature of semantic knowledge</li> <li>• theories of semantic knowledge (prototype, networks, exemplar)</li> <li>• schemas</li> <li>• scripts</li> </ul>
10.00%	<p>Language</p> <ul style="list-style-type: none"> <li>• parts of language</li> <li>• linguistics and psycholinguistics</li> <li>• limits of comprehension</li> <li>• auditory vs. reading language processing</li> <li>• language processing disorders</li> <li>• language production</li> <li>• speech</li> </ul>

	<ul style="list-style-type: none"> <li>• multilingualism</li> <li>• speech disorders</li> <li>• writing</li> </ul>
5.00%	Creativity <ul style="list-style-type: none"> <li>• what is creativity?</li> <li>• motivational states and creativity</li> <li>• origins of creativity</li> <li>• theories of creativity</li> <li>• limits of creativity (writer's block)</li> </ul>
5.00%	Problem Solving <ul style="list-style-type: none"> <li>• identification and representation of the problem</li> <li>• problem solving strategies and theories</li> <li>• influences of problem solving strategies and success</li> <li>• challenges and limits of problem solving</li> </ul>
10.00%	Reasoning and Decision Making <ul style="list-style-type: none"> <li>• deductive reasoning</li> <li>• strategies in reasoning</li> <li>• pitfalls, shortcuts, and limits of reasoning</li> <li>• how we make decisions</li> <li>• influences on our decision making</li> <li>• pitfalls, shortcuts and limits of decision making</li> </ul>
10.00%	Developmental Considerations in Cognition <ul style="list-style-type: none"> <li>• infant Cognition</li> <li>• childhood cognition</li> <li>• giftedness and cognitive deficits</li> <li>• cognition in the elderly</li> <li>• normal vs. pathological cognitive decline</li> </ul>
100.00%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
20%	Exams/Tests There will be 2 midterms each worth 10% of the total grade
15%	Final exam There will be a cumulative Final Exam worth 15% of the final grade
10%	Group Projects Groups will meet in and outside of class to work on their project/presentation
20%	Homework report of in class demonstrations. See Assignments.
5%	Other short answers to prompts/thought questions as part of live or recorded lectures.
10%	Oral Presentation presentation of group project
20%	Papers see assignments
100%	Total

VII. **Sample Assignments:**



**Popular article:**

Identify a report on cognition from the science section of a newspaper or an online article. Briefly describe the main idea of the article. Then, explain what evidence they present to support their main idea. Compare this evidence to relevant cognitive theories, as described in your textbook. Note any points of agreement or disagreement between your article and your textbook, as well as any questions you have that are not answered in the article. Conclude with an evaluation of the article, explaining both how accurate you think the article is, as well as whether or not you think the article is likely to be helpful to the average person (i.e., someone who has not taken cognitive psychology), and why. Turn this in with your article.

**Application of cognitive psychology to making a website more accessible:**

Applying understanding of vision, language or attention to improve the usability of a website for people with vision difficulties, dyslexia or attention deficit hyperactivity disorder (ADHD). Topic: Find a well-known and popular website to investigate and select a small part of that site that takes care of one specific interaction (login, submitting something, contacting the site, making a payment, etc). This can be one page or a short sequence of web pages. Before you proceed, you have to get the approval of the instructor to work on this topic, to ensure you do not choose something too simple or too complex. Evaluate and critique the topic from the perspective of the specific target user group you have chosen. Then redesign the pages using sketches and/or wireframe to improve the user experience for the target group. Produce a professional presentation to explain your design choices. Finally, discuss how your design affects the other two groups mentioned above: Which choices benefitted all groups and which choices were actually at the detriment of the other groups? Depending upon wishes we could have them use wireframes / invision (invisionapp.com), sketches or actual webpages.

**VIII. Student Learning Outcomes:**

1. Apply approaches and methods utilized by cognitive psychologists to critically analyze the strengths and limitations of these methods to tap into human cognition.
2. Evaluate, measure, and inter-relate the various capacities and domains of cognition, as they are expressed in day-to-day life, with an appreciation for their natural limitations.
3. Apply cognitive psychology ideas, theories, and findings in numerous contexts (such as interaction design, human factors, cognitive disorders, etc.).

**PSYCH 320 Distance Education Application**

Approved for Online Delivery in Emergency Contexts Only ("AODECO")

**1a. Instructor - Student Interaction:**

The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course. The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started. The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools for example: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (office hours), Grading (Message Students Who ...), Pages, Email/Message, and GPS or similar college notification system. • Live weekly (or recorded) lectures via virtual platforms such as Zoom will be used to facilitate learning of content. The goal of these sessions will be to present content and provide an opportunity for discussion, comments and questions. • Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates. • At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages • Instructor will comment and provide regular and constructive feedback on Assignments. • Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor. • Instructor will conduct office hours through live meetings via virtual meeting platforms such as Conference/Zoom, Chat, or Email/Message. • Instructor will Message Students Who ... through the LMS Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources. • Instructor will use college's student notification system to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed. • Instructor will use CMS inbox to email or respond to emails from students. • Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers or similar) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class. Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected

**1b. Student - Student Interaction:**

Since students in the IxD program work in cohorts, the students already know each other at the time they are enrolled in Cognitive Psychology. The cohort already maintains a Slack channel and the instructor will start a Slack channel (or similar technology) for Cognitive Psychology - to integrate with their already existing communication methods. In addition, the instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through LMS such as Zoom break-out sessions or the creation of Student Lounge/Café using external tools. The idea behind using a variety of tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment. The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

**1c. Student - Content Interaction:**

The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define, explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives. In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, short learning reflection assignments, deliberate practice, participating in online experiments, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below). The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc. The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning. Finally, the instructor will provide opportunities for the students to apply concepts from the class to practical design challenges so that the students can really incorporate their understanding to interaction design.

**1d. Distance Ed Interactions:**

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Chat Rooms	Student-student and student-instructor live chat via LMS (Canvas, Slack or similar).	5.00%
Online Lecture	Live (recorded) or previously recorded lecture videos.	50.00%
Videos	Supplemental TED or other pertinent material.	10.00%
Written assignments	Variable assignments.	15.00%
Project Presentation	Variable assignments. Especially focused on deliberate practice and application of concepts from lecture material.	10.00%
Exams	Quizzes after each content module.	10.00%

**2. Organization of Content:**

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning. The instructor will include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives. The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning. The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. These tools include Pages to deliver reading, slides, and deliberate practice, and to embed or link to videos and audio, Discussion forums to deliver prompts on course content, Chat to deliver responses to questions, Collaboration and Groups to deliver student-created content, Quiz tool to deliver polls & surveys. The instructor will also use external apps such as Zoom to deliver lessons, responses to questions, and share documents, iClickers to deliver polls & surveys, and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and

active learning video lessons. The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

**3. Assessments:**

% of grade	Activity	Assessment Method
20.00%	Quizzes	Online quizzes after completing each module. Instructors will be encouraged to allow students a window(12-24 hours) during which the exam may be started with a predetermined time limit. This strategyaccommodates students in different time zones and with variable life pressures. Multiple choice, True/False,fill-in, short answer exams, and/or essays.
15.00%	Group projects	Groups will meet during live meeting via virtual meeting platforms such as Zoom in breakout rooms as well as via LMS functionality such as Groups on Canvas and Slack. The group projects are geared at applying concepts from the lectures to a design challenge.
20.00%	Homework	Homework assignments will be reflection prompts and questions designed to help students gauge their understanding of the lecture content and give them deliberate practice in using the concepts from the lectures.
20.00%	Presentations	Students will present the results of a group project that incorporates concepts from cognitive psychology. They will present on a virtual meeting platforms such as Zoom to instructor and classmates. The depth, clarity, creativity, and quality of presentation as well as the responses to questions will be the basis of assessment.
25.00%	Written papers	Short answer responses, term papers, summaries and reflections of academic journal articles may be used for this course depending upon the instructors preference. The papers will be submitted through LMS such as Canvas and feedback will be given in a timely manner through the LMS system.

**4. Instructor's Technical Qualifications:**

The college's existing technology and CMS is sufficient for delivery of this course. Individual faculty would greatly benefit from additional professional development on equity-minded, effective online teaching practices, as well as professional development to enhance the technological skills of the faculty member.

**5. Student Support Services:**

The instructor will provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate. Resources and policies include: • Online Counseling • Disability Resources • Financial Aid • Bookstore • Online tutoring. • Canvas Resources and Technical Support • Title IX Policy & Resources • SMC Drop & Withdrawal Policies • Livesafe • Veteran's Resource Center • Resources for DREAMERS, DACAmented students, and undocumented students • Pronouns • Honor Code • Netiquette • SMC student clubs and organizations

**6. Accessibility Requirements:**

All content for the course will be 508 compliant using the tools provided by the college. For example: • Content Pages will consistently use heading styles such as Heading 2, Heading 3, etc. • Lists will be created using the Bullet or Numbered List tool in the rich text editor. • Links will not use non-descriptive phrases like CLICK HERE, for example. • Underlining will only be used to denote active hyperlinks. • There will be sufficient color contrast between foreground and background to meet Section 508 10/7/2020 DE Application <https://santamonica.curricunet.com/DynamicReports/AllFieldsReportByEntity/4450?entityType=Course&reportId=135> 5/5 standards. • Visual elements (color, bolding, all caps) will not be used as the sole way to convey importance or meaning. • Images (including those used in Pages, Discussions, Quizzes and Assignments) will use descriptive alternative text. • Videos will be captioned.

**7. Representative Online Lesson or Activity:**

For the course objective "Demonstrate an understanding of how the key findings and theories in cognitive psychology relate to how we interact with our external world" students are asked to chose one academic article that focuses on recent key findings in one area of cognitive psychology (I provide them with several to choose from).

For the assignment they are asked to read the academic article and they are given specific prompts. For example, one of the areas of cognitive psychology they read about is embodied cognition. After reading the article on embodied cognition they are given the following written assignment:

What does it mean to say that your cognition is embodied? Describe what this means and give two examples of how embodied cognition has been studied in the field of cognitive psychology.

Based on your understanding of embodied cognition, apply embodied cognition to an example from your own life of something that you have learned (academic ideas, skills or ability, life skill) or are trying to learn.

Describe or draw your own example of the thing that you have learned or are trying to learn. If you draw/sketch your example, feel free to draw it on paper and take a picture to upload to Canvas.

Try to describe or draw your own (brief) example of how that idea, skill/ability could be represented by more than just your thinking brain, but your body. You can add to your original description/drawing or you can create a second description/drawing for this. Be as creative and exploratory as you can.

Is there anything this process or ideas remind you of? Please describe.

What questions do you have right now about embodied cognition?